

**INFLUENCE OF OPPOSITIONAL DEFIANT DISORDERS ON ACADEMIC
PERFORMANCE AMONG PUBLIC SECONDARY SCHOOLS IN TURKANA
WEST SUB- COUNTY, KENYA**

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DECLARATION

Declaration by the student

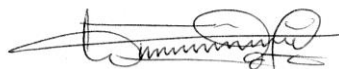
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DEDICATION

This work is dedicated to my beloved Wife and my three children.

ABSTRACT

Oppositional defiant disorder (ODD) is multiplicity of dysfunctional behaviours exhibited by students who are not conforming to the societal norms, morals and code of ethics. The purpose of this study was to determine the influence of ODD on academic performance among the secondary school students in Turkana West -Sub County, Kenya. The study was supported by Instinct Theory of Aggression that explains the sources of students' oppositional defiant behaviours, that originate from Eros and Thanatos. The study aimed to achieve the following study objectives (i) To determine the causes of ODD among secondary school students in Turkana West Sub County (ii) To Investigate the influence of ODD on academic performance in Turkana West Sub County (iii) To Examine the intervention measures for ODD students. The research questions based on the specific objectives were; What were the causes of ODD among the secondary school students? What influence does ODD have on academic performance? What are intervention measures for ODD students? The study employed mixed method approach, where the qualitative data collected was analysed descriptively using Mean and Standard Deviation and the Quantitative data collected was analysed quantitatively using Linear Regression and Pearson Product Moment Correlation through the aid of SPSS software application (version 21). The target population were the students, teachers, MoEST and parent. The Sample size determination was arrived at using Yamane Taro formulae. Simple random, convenience and purposive sampling were used to select the respondents in the study. The findings of the study revealed that poor caring environment, poor socio-economic background, poor relation between students and teachers and peer pressure was the leading ODD causes. The study indicated a significant moderate negative correlation between ODD manifestation and performance at $r(55) = -.55, p < .001$. This implies that increase in ODD manifestation led to a decline in academic performance. The study recommended the following; Turkana West Sub county ministry of Education Office to adopt new policies and curriculum to improve on academic performance of ODD, Guidance and Counselling sections to be empowered and strengthened in Secondary Schools where each student single criterion behaviour will be assessed, diagnosed and determined, Parents to use home-base positive modalities to discipline their children, contractive punishment can be adopted, talking to and guiding them towards right direction. The study also recommend Academic tour exchange programmes for students through visiting the best national performing schools and symposiums bench marking.

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LIST OF ABBREVIATIONS

ADHD	Attention Deficit Hyperactivity Disorder
CD	Conduct Disorder
CNS	Central Nervous System
CRD	Closely Related Disorders
DBD	Disruptive Behavioural Disorders
IQ	Intelligent Quotient
KCSE	Kenya Certificate of Secondary Education
NACOSTI	National Commission, Science, Technology and Innovation
NGCDFC	National Government Constituency Development Fund Committee
ODCD	Oppositional Deviant and Conduct Disorders
ODD	Oppositional Defiant Disorder
Prof.	Professor
SMART	Specific, Measurable, Attainable, Realistic and Time Bounce
SPSS	Statistical Package for Social Sciences
TCDoE	Turkana County Director of Education
UNHCR	United Nations High Commission for Refugee
UoE	University of Eldoret

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter consist of the background of the study, the statement of the problem, the purpose of the study and the objectives of the study and research questions. There is justification of the study, significance of the study, and assumption of the study. The chapter discussed the scope and limitations of the study, conceptual and theoretical frameworks.

1.2 Background of the Study

The communities are experiencing a surge of different mental disorders both in frequency and severity (Gadow and Nolan, 2002). One of such mental disorder is Oppositional Defiant Disorder (ODD), which is one of the leading contributory causes of indiscipline, disobedience, violence, assault, vandalism, rioting, drug and substance abuse in schools, poor students –teacher relations and poor academic performance in schools according to Moody (2018). Defiant according to Lavigne *et al.* (2015) indicates act of disobeying and rudely defying the rules either from parents and or teachers and not respecting orders while oppositional disorder is an act of being hostile, unfriendliness and opposing to authority figures, act that impairs personal behavioural functioning of physical and mental condition that disorganizes the normal functioning of an individual.

According to Ghosh, Ray and Basu (2017), Oppositional Defiant Disorder (ODD) is a mental disorder characterized by disruptive behaviour, a pattern of angry and irritable mood, argumentative and vindictive behaviour.

According to Riley, M. Ahmed S.& Amy L.A (2016), students with ODD display diverse types of indiscipline and maladjusted behavioural disorders that are not only limited to lying, it includes loss of temper, argumentative, noncompliance with request and rules of grown-ups, deliberate annoyance and blame shifting towards others violence, dishonesty, disobedience, alcoholism, lesson boycott and pornography practicing. Moreover, McCormick, Cappella and O'Connor (2013) suggests that these students do a lot of vandalism, school arsons, stealing, rioting, confronting and stabbing teachers in schools, lateness to school, drug and substance abuse, insulting, assaulting but also remain unwilling to perform any given task or homework given the by teachers.

According to Barkley and Benton (2013), there is a distinct difference between ODD and other disorders. Children with ODD according to McCormick, Cappella and O'Connor (2013) can be identified with irritability and anger, vindictiveness, and argumentative behaviour while those with other mental disorders and comorbidity like Attention Deficit Hyperactivity Disorder (ADHD) and Conduct Disorders (CD) do not show.

Riley *et al.* (2016) suggests that ODD symptoms fall in the three major classification of either affective, behavioural or cognitive. The defiant disordered students according to Gutuza and Mapolisa (2015) are the concern to the society and many socially unacceptable practices are happening in our communities as well as in schools because of aggressive behaviour associated to ODD. According to Lavigne *et al.* (2014), they form extreme cases, misbehave in schools, perform poorly and in many cases teachers find it hard to handle them in classroom or school according to Gadow and Nolan (2002). It therefore, remains an integration of a chronic aggression, frequent outburst and a tendency to have negative attention-seeking behaviours, ignorance and refuse to comply with requests from authorities and purposely irritating others.

Asonibare (2016) further elaborates that violence in secondary schools is mainly as a result of ODD and can be aggravated by uncontrolled negative emotions. It is therefore, a pertinent issue that requires an immediate attention due to the damage it causes. ODD still, remain a global problem and has affected many societies. Its behavioural disorder that affects approximately 3.3% of the population across cultures, this is according to Noordermeer, Luman and Weeda, (2017). Lavigne *et al.* (2015) suggests that Oppositional Deviant Disorders delineates overt behaviours which contravenes with both informal and formal application in social environmental system and Secondary schools is an example of social environmental system where learning takes. When learning is disrupted due to ODD effects. Poor academic performance will realize as end result.

An ODD study in China by Lam and Ho (2010) suggested that anxiety and depression formed major comorbid of ODD and highly affected the students' academic performance in secondary schools. The Secondary school students from Hawaiian according to Lavigne *et al.* (2015) study were reported depressive and general ODD symptoms that poorly influenced their academic performance. Lam and Ho (2010) further elaborates that ODD student in China had displayed symptoms such as short – temper, outburst, spiteful, touchy and resentful to others.

In Nigeria, a similar study by Adegboyega, Okesina and Jacob (2017) indicated that more than 75% students had a total disregard for authority and truancy, hostility to others with disorders appearing to be the order of the day.

Moreover, a cross sectional study by Gutuza and Mapolisa (2015) in Dodoma in Tanzania showed that a majority of Secondary School students experienced different forms of anxiety disorders during their studies and exams. This anxiety according to

Adigeb and Mbua (2015) negatively affects student academic performance, thus students experiencing poor grades in the school.

According to Muthoni and Karume (2014), Oppositional Defiant Disorder (ODD) has been on an incline among Kenyan school going children. It led to fatal incidents, vandalism of school property, and disruption of teaching and learning process, thus resulted to poor academic performance.

Kamau, J. Kuria, Mathai, M. Atwoli, L.& Kangethe, R. (2012) suggested that the current Kenyan ODD prevalence rate is at 12.1% against the global average of 2%-16% which is high. Parritz, R.H.& Troy, M.F (2014), suggested that the families of learners with ODD affected in various ways including the disease burden when there is comorbidity, difficulties in dealing with the ODD students' behaviours, progression of ODD to conduct disorder, and ultimately to antisocial personality disorder. The Kenyan societies and homes are therefore, influenced negatively by ODD and those at high risk of dropping out school system are the students withstand the demand of learning environment and poor academic performance

According to Muthoni and Karume (2014), most of the Kenyan families do assume that the children will outgrow the misbehaviours. However, ODD symptoms, unlike the typical childhood misbehaviours are more severe and frequent, and persist instead of diminishing with age. In Kenya however, due to inadequate facilities and shortage of trained personnel ODD is often missed out.

In Turkana West Sub County, Families and teachers at large are faced with the enormous task of handling such ODD children because they lack the capacity to do so. More often than not, these families are ignorant of the existence of mental disorders such as ODD. They then label children as naughty and are mostly punished in school

and at home.

In the study area, Turkana West Sub County, some incidents of students with behavioural disorder associated to ODD had been mentioned and according to Mutua (2017), it happened when a form one suspended student in Lokichoggio Mixed Secondary School due to defiant behaviour invaded the school at night and shot dead six other students.

This observable trends of defiant behaviours have continued to escalate in many other schools within Turkana West sub County with the causes of it remaining unknown with student -teacher relation being poor, students being antisocial and hiding information about others with ODD problems and at last students get either suspended, expelled and or run away from school themselves.

Moreover, in Turkana West Sub County where these students studying is situated in the insecure borders of the neighbouring Countries of Uganda, South Sudan and Ethiopia where frequent cattle rustling and excessive tribal volatile is experienced and neighbouring ethnic groups are always on move in search of water and pasture for livestock. Exposure of these students to such frequent insecurity problems, refugee's plights and conflicts encourages ODD among learners according to Muthoni and Karume (2014).in return their academic performance will be affected

Undocumented sources in Kakuma (2020), Turkana West revealed a case of form two female student committed suicide during COVID 19 school holiday, there were also erroneous cases of student's suspensions as narrated by the students during Focus Group interviews and narratives (2021)

According to Idrisi, O. (2016), if students with indiscipline and maladjusted behavioural disorders in schools are not handle correctly, they will then result to assaulting other student's and continue to perform poorly academically.

The table below illustrate a four KCSE 2016 -2019 data analysis summary on the influence of ODD on academic performance Turkana West Sub County.

The evidential low performance is well illustrated in the table showing schools mean score and mean grades from the year 2016 to 2019. There is high rate of performance decline. The highest average ever attend grade is C (plain) and D+(minus)

Although the trend of students with ODD in Turkana West Sub County continues to exhibit defiant behaviour with their academic performance weakening year after year, there had not been a national priority and clearly defined solutions to such problems even when students commit violent acts like suicide. Little has been known on the cause of ODD and its influence on academic performance. The study was therefore, conceived to determine the influence of ODD on academic performance, the causes and intervention measures for ODD students in Turkana West -Sub County, Turkana County, Kenya.

Table 1. 1: 2016 -2019 KCSE Data Analysis Summary for Turkana West Secondary Schools on the Influence of ODD on Academic Performance

2016-2019	SONGOT		TARACH		OUR LADYS		MOGILA		ST.LEOS KAKUMA		AVERAGE	
SUBJECT	M.S	M.G	M.S	M.G	M.S	M.G	M.S	M.G	M.S	M.G	M.S	M.G
ENG	2.93	D	3.47	D	3.56	D+	3.16	D	3.84	D+	3.39	D
KISW	2.57	D	2.92	D	4.80	C-	2.80	D	3.39	D	3.30	D
MATHS	1.66	D	1.94	E	2.15	D-	1.42	E	2.86	D	2.01	D-
BIO	2.36	D-	2.26	D-	2.60	D	1.99	D-	3.23	D	2.49	D
PHYS	2.65	D	2.50	D-	4.31	D+	2.64	D	4.88	C-	3.40	D
CHEM	2.03	D-	1.93	D-	2.44	D-	2.06	D-	3.01	D	2.29	D-
HIST	4.63	C-	4.52	C-	6.82	C+	3.36	D	5.76	C	5.02	C-
GEO	4.09	D+	4.60	C-	6.21	C	3.19	D	4.42	D_	4.50	C-
C.R.E	4.32	D+	4.59	C-	6.63	C+	3.63	D+	5.06	C-	4.84	C-
AGRI	2.28	D-	2.55	D	5.10	C-	1.73	D-	3.90	D+	3.11	D
B/STUDIES	3.02	D	2.95	D	5.10	C-	2.20	D-	3.51	D+	3.35	D
H/SICIENCE					9.27	B					9.27	D-
OVERALL MEAN	2.96	D	3.11	D	4.91	C	2.56	D	3.88	D+	3.91	D+

Source: Turkana County Examination's office, 2020

1.3 Statement of the Problem

Despite remarkable progress in the improvement of the academic performance of students in many secondary schools in Kenya, there are many factors contributing to poor students' academic performance. Oppositional Defiant Disorder is one of the factors displayed by many secondary school students, Adigeb and Mbua (2015).

Refugee students whom some of them are separated from their families, exposed to excessive aggression, anger, war origin and trauma back from their countries of origin, un accompanied and living in poverty and by themselves without parental guidance support and always underperforming academically in schools within Turkana West Sub County. According UNHCR report (2019) students in the Kakuma Refugee Camp perform poorly as low as 3.23 (D) in 2017 and 2.94 (D) in 2019 and through integration and mainstreaming in the Public Schools they transfer the cultural behaviours like violence and cultural wrestling to the Public Secondary Schools in the Sub county

In Turkana West there was public outcry over Oppositional Defiant Disorders among the learners that are associated with negative academic performance results. Studies that had been conducted previously found that students' poor academic performance has great linkage to ODD, Moody (2018).

In Turkana West, little evidence was available on the causes of ODD among the secondary school students and its effect on students' poor academic performance. It's from this critical knowledge gap that the study had been undertaken to determine the influence of ODD on academic performance, causes and intervention measures in order to bridge the knowledge gap.

1.4 Purpose of the Study

The purpose of this study was to investigate the influence of ODD among secondary school students and its effect on performance in Turkana West -Sub County, Turkana County Kenya.

1.5 Objectives of the Study

1.5.1 Specific Objectives

The specific objectives of this study were:

- (ii) To determine the causes of Oppositional Defiant Disorders among the secondary school students in Turkana West Sub County.
- (iii) To Investigate the influence of ODD on academic performance in Turkana West Sub County
- (iv) To Examine the intervention measures for ODD students

1.6 Research Questions

The study aimed to answer the following questions based on the specific objectives:

- i. What are the causes of Oppositional Defiant Disorders among the secondary school students in Turkana West sub County?
- ii. What influence does ODD have on academic performance on Turkana West Secondary schools?
- iii. What are intervention measures for students with ODD in Turkana West Sub - County?

1.7 Justification of the Study

Oppositional Defiant Disorders had not been explored widely, internationally, regionally, and nationally. Little information on ODD was known in the study area and

available literature had concentrated much more on other closely related disorders. Despite that, there was still enormous student unrest and maladjusted disorders in secondary schools. There are no theories guiding the influence of ODD, there was no policy and curriculum for ODD as a case for SNE and other areas of discipline. There were untested existing theories of personality's disorders that need to be explored and tested. That was a wider gap of knowledge that needed to be filled in this area of study. This study enhanced the policy improvement and decision making. From the researcher experience point of view, there seems to be a disordered learning environment today where a new defiant generation exist in secondary schools that needed for investigated.

The study findings would not only enable the researcher to identify key variables that could be supported to advance the academic performance of students with ODD, provided a potential evidence based opportunity and a research interest in Turkana West Sub County that had little evidence on influence of ODD among secondary schools, learning and enriching knowledge on ODD but also enhance theoretical and empirical understanding of the best interventions for students with ODD.

1.8 Significance of the Study

The new lessons generated from this study will fill the knowledge gap in the Turkana West Sub County and enabled various education stakeholders to adopt an improved and more sustained synergies and strategy on improving academics of students with ODD. The result of this study would therefore, benefit teachers, parents with ODD students, students, education stakeholders, administrators' and the community at large.

The finding would also motivate Policy makers, governments and education stakeholders to look more into methodologies of improving academic performance of students with ODD and default responses that are viable, relevant and targeting students

with ODD related problems. The knowledge will further facilitate a more understanding of the influence of ODD among secondary school students and its impact on performance in Turkana West -Sub County, Turkana County.

Moreover, the search for good governance and policy change in education on best practices for management of students with ODD to improve their academic performance require evidence-based studies such as this one at a lower level of Sub County for more detailed information. Therefore, the education stakeholders, and academics will then have an eventual practical tool to refer to in cases of students with ODD in Turkana West Sub County.

1.9 Assumption of the Study

The study assumed that the sampled population would provide all the required truthful information required by the researcher. The security environment was to be conducive to the completion of the study. Validity of research instruments was to be examined by the supervisors and education of specialist to enhance the quality of the research result. The researcher assumed that ODD influence on academic performance didn't exist and thus was subjected to thorough investigation on its causes, influence and relationships to academic performance.

1.10 Scope of the Study

The study was restricted to Oppositional Defiant Disorders among students in Turkana West Sub-County, only in Public Secondary Schools willing to participate in Lokichoggio and Kakuma zones. Exclusion criterion was to those unwilling to participate. Turkana West sub County is very vast but only five sampled Public

Secondary Schools and Locations within the Pelekech and Lochoggio zones investigated.

1.11 Limitations of the Study

Lack of secondary source of literature review was one of the inherent design and methodology parameters that limited the research findings. Insecurity along the porous neighbouring Countries, that is Uganda, South Sudan and Ethiopia limited the access to some targeted population, persistent cattle wrestling and the highway banditry a long Turkana–West Pokot road limited the close supervision and interaction between the researcher and the supervisors

1.12 Theoretical Framework

This research was supported by the Instinct Theory of Aggression. This theory according to Blegur *et al* (2017) was founded by the psychoanalyst Sigmund Freud in the year 1927. The Theory according to Wilson (2019) suggests that all human behaviour originates from ‘EROS’, which assist in life procreation and reproduction. Eros and Thanatos (death force) are the source of aggression, the force of death or destruction is always directed towards the destruction and termination of life towards hatred, anger and violence towards all sorts of aggressive feelings, actions, dealings and behaviours. Freud held that the death instinct is unrestrained and results in self-destruction. He indicated that through other mechanisms like displacement, the energy of Thanatos including aggression that is redirected out ward so that it serves as the basis for aggression against others instead of destructing the self. In Freud’s view aggression originates primarily from the redirection of self-destructive death instinct away from the person towards others. Death or destruction which originates from aggression instinct theory gives rise to hostility, frustration and aggressive behaviours which are the core

attributes of ODD in students Aggression and destruction accordingly is common among the secondary school students according to Powers and Karen (2013).

In Turkana West (2020) Kakuma, the suicidal incident revealed that the victim redirected anger and hostility inward her self-destruction through death force. Unlike the other case cited by Mutua (2017) in Lokichoggio where the victim redirected the anger outward himself to outward physical environment through displacement and sublimation defence mechanism. One of the strength and application of this theory is that death force instinct by reduction outward safes own life on expense of another person in social and physical aggressive environment. Secondly some individual can safe their life and that of others through self –control and artistic creativity.

1.13 Conceptual Framework

Figure 1.1 Provides a conceptual framework on the practices of the relationship between the ODD manifestation and influence on academic performance in Turkana West -Sub County, Turkana County Kenya. It contained different variables that contributed to the objectives of the study. Therefore, the framework provided a lens through which the influence of ODD among secondary school students and its impact on academic performance could be understood, and was useful heuristic tool for guiding the research.

The independent variables in the conceptual framework (Figure 1.1) for the understanding of the relationship between the influence of ODD among secondary school students and its effect on performance included ODD dimensions to include affective issues like short temper outburst, aggression and hostility, anxiety and depression. The behavioural issues include noncompliance, disobedience, bullying and fighting, defiance, argumentative and blame shifting while cognitive include beliefs, thoughts and feelings. The dependent variable remained the academic performance. The

intervening variable included i) the teacher-student's relationship, ii) the students-peer's relationship and iii) Parents-student's relationship. These intervening variables include factors to which the study had no much control over them but affected and impacted the influence of ODD among secondary school students and their performance.

Independent Variables

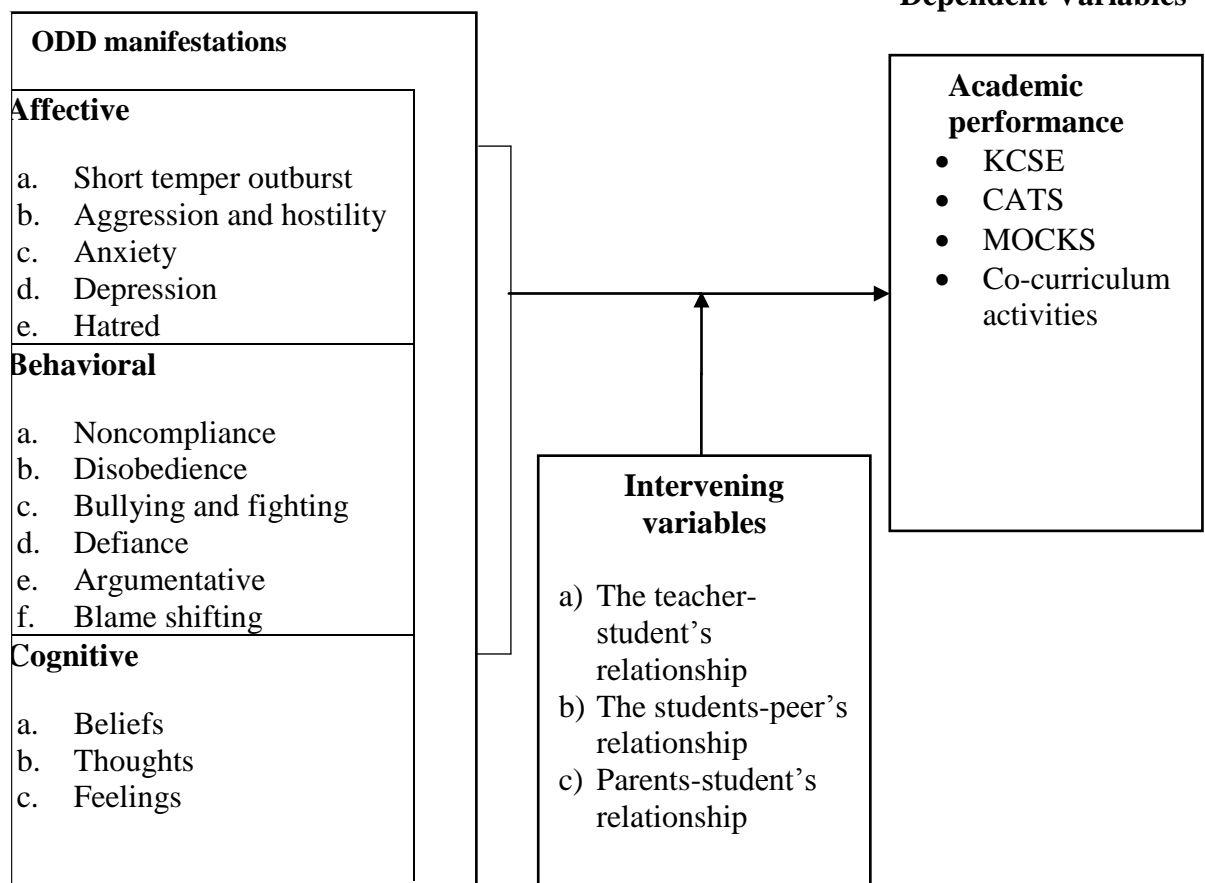


Figure 1.1: Conceptual Framework for the relationship between the influence of ODD among secondary school students and its impact on performance in Turkana West -Sub County, Turkana County Kenya

Research Variable

The study used three categories of variables as described below.

Independent Variable

Independent variable is a variable that can be manipulated and controlled by the researcher to test its causal effects on the dependent variable. As the researcher changes independent variable, the effect on the dependent variable is observed and recorded. This variable is therefore viewed in terms of cause and effects as it has values that can be controlled by the researcher. Because of its presumed cause in the manipulative environmental conditions it is called predictor variable. In this study the researcher intention was to find the ODD influence on academic performance

Dependent Variable/Outcome Variable

It's a variable in which the researcher has no control over it, although can be observed and measured for changes which are caused by changes in independent variable. It only changes in response to the independent variable. In this study the dependent variable was academic performance

Intervening Variable

It is a hypothetical variable that explains the cause effect relationship between independent variable and dependent variable. It cannot be observed and that's why is called hypothetical. It's a control variable that allows an independent variable to precede the dependent variable in a causal sequence. It's referred to as mediatory or intermediary variables as it mediates or intervenes between independent and dependent variables. Pam, (2013)

1.14 Operational Definition of Terms

Academic Performance: extent to which high school students pass or fail their examinations, tests and assignments in various subjects through ranking in formative and summative evaluation

Aggression: Hostile and violent behavior that is displayed by an angry person to cause harm to own self or to other people

Comorbidity: The existence of more than one disorder in same adolescent student

Defiant: Refers to an act of the students disobeying and rudely defying the parents and teacher's rules and orders

Disorder: The impairment of personal behavioral functioning of physical and mental condition that disorganizes the normal functioning of an individual

Eros: The life instinct that is responsible for life procreation and existence

Influence: The forceful factors that affect and controls students' behaviors

Oppositional Defiant Disorder: A multiplicity of dysfunctional behaviors exhibited by students that are not conforming to the societal norms, morals and code of ethics

Oppositional: The act of being hostile, unfriendliness and opposing to adult directives and rules

Psychopathology: It's the psychological study of person's mental disorders, distress and behavioral dysfunctional manifestations

Susceptibility: Health condition of being likely to be negatively influenced

Thanatos- The deadly force and Destructive instinct or death force that causes young people to harm others as their emotions aggravate

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature on causes of Oppositional Defiant Disorders, the impact of ODD on the performance secondary schools, and the relationship between ODD students and performance of ODD. And intervention measures suitable for ODD students

2.2 Definition of Oppositional Defiant Disorder (ODD)

According to American Psychiatric Association (2013), ODD indicates a pattern of hostility, defiant, obstinate, and negativistic behaviour which last for six months with the following symptoms of loses temper, angry, vindictiveness, easily annoyed, annoys others, argues with authority figures, refuses requests, blames others for his mistake. A student with ODD according to Barkley and Benton (2013) can intentionally fails to do and finish what he or she is asked to do within a minute after making the request. He or she breach the laid rules and conduct that already taught earlier. There are many characteristics of ODD that appear in students, the importance of them is excessive rejection. ODD children and teenagers demonstrate their unwillingness when adult ask them to comply with rules and regulations of the school (Boesky, 2011). Another feature, students with ODD present according to Calles (2016) is that they become upset when do not get what they want, their reaction reflects in screaming, swearing, or menacing. ODD students lie a lot to avert doing their duties, and blame other people for their faults according to Boesky (2011).

2.3 Causes of Oppositional Defiant Disorders Among the Secondary School Students

According to Ghosh, Ray and Basu (2017), the causes of ODD is associated to factors such as low socio-economic factors, punishment conflicts with parents, suspension from school, lack of proper guidance and counselling's services. Moreover, ODD according to Riley, Ahmed and Amy Locke (2016) is also as a result of combined biological, psychological and social factors, mood disorders depression, bipolar disorder, lack of parental supervision structure, inconsistency discipline, community violence and exposure to various forms of abuses.

Contributing factors to ODD in most of the Kenya students can also be attributed to existence of bullying and drop out according to Rowe *et al.* (2010). Exposure to bullying in schools according to Coleman (2008) can increase anxiety. Anxious students have less level of concentration in schools and perceive themselves as less competent in the school setting, in either academics or sports. Anxiety and low self-concept can further result from a lack of social competence and withdrawal that results in further isolation (Asonibare, 2016).

Students with ODD exhibition, do face serious suspension in schools as punishment and have a problem with oral communication skills and they tend to compensate their language inability to win arguments and modify overt behaviour with defiant disorders and aggressive behaviour. Moreover, suspension affects student's self-esteem which interferes with student's self-perception and demoralizes students (Asonibare, 2016). Therefore, the suspension is a key factor for students in the development of both juvenile delinquency and school violence.

Powers and Karen (2013) suggest that school suspensions have a huge impact on student's ability to cope with school activities and academics. Accordingly, these students with ODD develop a lot of psychological problems, emotional conflicts, depression that will reduce their concentration in academics, feelings of hopelessness as well as an increased propensity to use violence, a gradual regression in academic progress. According to Al-Taher (2014), students with ODD who are well managed with psychological treatment tend to show more interest in learning, reflect friendly behaviour and improve their long-term scholastic performance while it is opposite to others not well managed.

2.3.1 Punishment in Schools

Punishment is negatively related to academic performance and according to Gutuza and Mapolisa (2015), it implies that punishment increases a decline in the performance of students. A study by Al-Taher (2014) suggests that poorly administered punishments to students creates room for chaos in schools, thus characterized with school property destruction, and therefore, affecting their general academic performance as well.

Johnson *et al.* (2017) describes students' defiant and general misbehaviour as those that interferes with learning and has been proven to be detrimental school learning environment cross the entire grade level and curricula. The secondary school student's defiant behaviours such as disobeying school rules and the policies governing the living standards with school authorities and peer students have been suggested by Blegur *et al* (2017) to be escalating very fast in many schools.

School violence is a serious problem, especially in public schools. Regardless of how good the teachers or curriculum are; violence makes it difficult for students to learn. Deviant behaviour is posing a serious threat to learning in most schools, some antisocial

behaviours in school are charged by bullying extortion, in subordination and physical fighting others include adolescent's aggression or act of violent behaviour against other students and staff, sexual assaults, harassment, gang activity or weapon carrying

Tseng, Kawabata and Gau (2011) suggest that, inconsistent parental disciplinary behaviours may inadvertently reinforce adolescent's students conduct problems. Accordingly, the adolescents' aggressive and noncompliant behaviour can be reinforced when parents engage in an inconsistent discipline practice when the parent makes a request, the adolescent responds negatively, and the parent backs down. Sagar, Patra, and Patil, (2019) have further suggests that inconsistent discipline, relative to more consistent discipline, has been associated with problematic psychological adjustment of adolescents, such as depression and anxiety and externalizing behaviours, such as delinquent acts. Corporal punishment according to Al-Taher (2014) and Portela and Pells (2015) can cause ODD because this punishment damages the learning environment of students and in retaliation, the students can turn into violent behavioural patterns, immoral activities and absenteeism.

In addition, corporal-punishments according to Blegur *et al.* (2017) cause students worries, loss of self-confidence, psychological tensions and crippling the capabilities of the students' competences together with affecting the student academic achievements. Moreover, the corporal punishment may impact negatively the physical and the mental development of the students. Schools with unfriendly environment, discouragement that frustrates students results to more antisocial and aggressive disorders among the students according to Lavigne *et al* (2015). Low Intelligence Quotient as well as low mental development in learners has been linked to corporal punishment and this is being the reason according to Noordermeer, Luman, and Weeda (2017). The corporal punishment was abolished in all schools in Kenya. However, education stakeholder,

parents and caregivers in Zimbabwe argue that the hard punishment was a tool and an approach for behaviour modification use in classroom teaching and still continue to practice (Mugabe and Maposa, 2013).

According to Muthoni and Karume (2014), corporal punishment is not practiced or allowed in Kenya but other form of punishment including suspension and expulsion of student for any extreme case bringing in parents to schools to try solve the students' problems has been widely précised. This is not limited to students with ODD who have behaviour of hiding information, being rude and lying all the time about their characters and actions. Nevertheless, there is also less information available in Turkana West Sub County on the type or the kind of punishment provided to student with ODD or without ODD. Little evidence is further available on how discipline applied in Turkana West Sub County causes ODD.

2.3.2 Student- School Relationship

Gutuza and Mapolisa (2015) describe the school as a socializing co-agent among the five ecosystem where adolescents meet and interact daily. The school plays a vital role in determining the behaviours of the students as they socialize with others. The impact created by the school may be positive or negative. Within the school environs some of the demotivates and features that cause students to misbehave according to Hwung (2016) includes high teacher student's ratio in the classroom, harsh and disciplinary measures and kind of school leadership, for example a principle who could be authoritarian and instil strict discipline measures among the students.

Ineffective leadership skills, inadequate supervision, empowerment and less interpersonal and communication creative skills can also lead to ODD and disruptive behaviours among the students and the school according to Idrisi (2016). Unsupported

student's voices to choose, and champion for their rights, unfriendly, developing a sense rejection and uncaring friends, teachers and principals' demoralization cause students to be more defiant.

Less sporting activities and unsupported co-curriculum activities and absence of an academic motivation for students with problems in the areas of academic specifications, deprivation and violation of student rights affect effectively the smooth process of personality development in students and distorts academic performance according to Mugabe and Maposa (2013). Moreover, teachers and educator's characters can play a key role in either having good students -relation or not and this can affect their performance as well. Teachers can also fail to inculcate positive and good behaviour among students, and this is likely to have an impact on what the students conceive as acceptable and unacceptable behaviour and if students are not encouraged and modelled adequately, they can have deviation from norms and develop unwanted behaviours.

2.3.3 Parent-Child Relation Environment

Family factors leading to Oppositional Defiant Disorders are not only limited to irresponsible parents, negligence but also to the insecure family bonding according to Van Lier *et al* (2007). Parental psychopathology factors such as abuse, harsh punishment inconsistent discipline and maternal aggression are all associated with ODD. Moreover, all types of domestics' problems in the family, unstable family due to divorce and separation, drug and substance, unstable and disturbed home environment, deprived families cause aggressive and intolerable behaviours according to Wilson (2019).

Furthermore, any history of one or both parents being neglectful and inconsistent in disciplining the children pass the same ODD traits to their offspring according to Smith

et al (2014). According to Riley, Ahmed, and Amy (2016), ODD is greatly contributed by parental instability, poor socioeconomic background, and parental hostility. Students with ODD are always prone to antisocial personality disorders, mental disorders, suicides and emotional problems. Accordingly, family hostility can contribute to ODD characteristics such as mood disorders and anxiety. Mugabe and Maposa (2013) further suggests that family's characteristics transcends and negatively impacts on student's behavioural disorders while at school as adolescents and this mostly affect their academic life.

Environmental factors can greatly affect and lead to ODD. According to Ghosh, Ray and Basu (2017), these include buttering and hitting with hurting weapons, child abuse, negligence and exposure to violent environment.

According to McCormick, Cappella and O'Connor (2013), poor bonding and relationship among the parents and teachers affects the students' behaviours negatively at school and this unhealthy attachment leads to negative behaviours. Additionally, family dissonance, parental styles, conflicts at home and mood disruptions, weak bonding, authoritarian and permissive parental styles, mistrust and poor relationship between parents and their children are one of the commonly reported results of ODD and mischief among the students.

Parents with high expectations in examination grades can exert excessive pressure on the high school students, this can create anxiety on them if they cannot score the target marks required by parents, thus leading to academic performance failure. Moreover, students from families living below the poverty line tend to have low concentration in examination. The outcome result leads to poor academic performance (Sagar, Patra and Patil, 2019).

Lack of parental bonding and interaction, inadequate reading and learning resources, and little cognitive stimulation will decrease the students' confidence which results to future poor academic performance according to Wilson (2019). Students underperform in secondary schools because of chronic stressors and they end up disinterested in school academic tasks (Tseng, Kawabata and Gau, 2011). Contrary to this, parents who fully get involved in guiding their children and assisting the school administration in minimizing students' oppositional defiant disorders through home-based learning activities, like study routine, assisting them with homework, and assignments and obeying school rules make children lessen ODD. Undocumented source (2020) indicated that a form two female student in Turkana West committed suicide in unclear circumstance, this shows, little is documented on parents and environmental factors leading to ODD and this study will be undertaken to analyse these factors for integration into the knowledge of designing an effective strategies and frameworks that will support in managing ODD so that they cannot affect the performance of students.

2.3.4 Biological Factors

Wilson, (2019) stated that genetics play major role in Oppositional Defiant Disorder. Susceptibility to ODD is associated with ODD carriers' parents and Oppositional closely related disorder family positive history. Mental disorders like mood disorders, Attention-Deficit and Hyperactivity Disorder (ADHD), drinking or substance abuse according to Noordermeer, Luman and Weeda (2017) are associated with biological factors. Expectant mothers smoking, alcohol and substance abusers can increase possibilities of giving birth to ODD babies.

Children and adolescents according to Wilson (2019) have explicated ODD behavioural characteristic patterns as a result of mood and anxiety disorders in order to cope with

the situation. Therefore, the temper outburst exhibited by students because they are not capable of controlling and dealing with negative emotions are all because of ODD

Among the other contributors to ODD pathogenesis includes poor diet and malnutrition, chemical imbalances within central nervous system (Lavigne *et al*, 2014). Furthermore, chemical imbalances within the central nervous system, as well as exposure to noxious toxins, and malnutrition, are all implicated in ODD as contributors to its pathogenesis according to Ghosh, Ray and Basu (2017).

2.3.5 Poverty and Related Disorders

Family stress associated to hardship and poverty can also lead to development of ODD (Powers & Karen, 2013). This level of family stress according to Al-Taher (2014) contributes to the characterization of ODD such as depression, anxiety, anger, alienation and behaviour problems which are not limited to either substance abuse or antisocial behaviours. Family stress interferes with students' academic performance. Mental problems such as Antisocial Personality Disorders are as a result of conflicts among the parents stricken by poverty play a role in accelerating development of ODD. Moreover, the family violence and turmoil associated with poverty which has leads to harsh and irresponsible parents that have lost choices and hope in life further stimulate the development of ODD among children (Barkley and Benton, 2013).

Living below Poverty line ruins brain development and this leads to Defiant Disorders in classroom environment (Dike, 2017). Stress and depressions causes cortisol chemicals released by our bodies according to Lavigne *et al*. (2015). Cortisol make up is always essential for cognition, learning, and working memory and the students who experience cognitive laps and lags as the brains adjust to memory and emotional aspect remain highly predisposed to ODD according to Johnson *et al*. (2017). Moreover,

parents living in poverty find it hard to purchase learning resources for their children, hence children will develop poor cognitive stimulation, vocabulary and speech deprivation experienced which are all contributing to ODD. According to Gadow & Nolan (2002), ODD is thought to be caused by poverty and related Disorders,) comorbidity and parental environmental while Lavigne *et al* (2015) argued that students-school relationship and punishment in schools are the contributing factors to ODD.

2.3.6 Comorbidity

Oppositional Defiant Disorder (ODD) commonly occur with the existence of other closely related disorders such as Attention Deficit Hyperactivity Disorder (ADHD), Conduct disorder (CD), Mood Disorders (Bipolar and Depression) and intermittent explosive disorder (Tseng, Kawabata & Gau, 2011).

A study by Connor & Doerfler (2008) revealed that ADHD impaired academic performance while ODD and CD aggravated behavioural problems. This implied that comorbid ODD and CD may specifically contribute to social difficulties in students with ADHD. According to Gadow & Nolan (2002), ODD comorbid with ADHD anxiety, conduct disorder and mood disorders in which young students and adolescents may have problems of controlling their temper outburst while at the same time defiant, and disobedient towards other students, teachers and parents or adults. Riley, Ahmed and Amy (2016) further suggests that development of ODD take many forms and its characteristics deteriorates into conflict and hostility as individual grows older and that may progress into conduct disorder, which in turn may develop into antisocial personality Disorder in adulthood.

There is close correlation between anxiety and worry which in turn results to Oppositional Defiant Disorder (ODD) progression. Ghosh, Ray and Basu (2017) elaborated that students and children do worry a lot being separated from loved ones, academic performance, teachers, social environment, and bullying. Worrying about school situations can negatively impact student's performance. Students experiencing social anxiety disorder also have a fear of embarrassing themselves and being negatively evaluated by others.

Depression according to Bernal-Morales *et al.* (2015) is also closely related to a variety of other defiant disorders, academic and social difficulties. Childhood, adolescents and adulthood depressions can be associated to other disorders such as: conduct disorders, anxiety disorders, attention deficit-hyperactivity disorder, learning disabilities, school failure, (Gadow and Nolan, 2002). Moreover, students can exhibit unacceptable conduct disorders such as aggression, stealing, and social withdrawal in school (Idrisi, 2016).

2.4 Influence of Opposition Defiant Disorder and Relation to Academic Performance

The presence of Oppositional Defiant Disorders, in a verbal intelligence Quotient (IQ) can lower the performance IQ according to Khoury (2012). Existence of anxiety and other depressive disorders are predictors of unsuccessful academic outcomes (Asonibare, 2016).

Noordermeer, Luman and Weeda (2017) suggested that externalizing ODD have a great link to academic performance in language and mathematics performance. In relation to academic functioning and performance, students who display higher levels of violent behavioural disorders have poor abilities learning in mathematics reading, and general knowledge (Sagar, Patra & Patil, 2019)

Similarly, a higher academic performance is closely related to intelligence and intelligence deficit is associated with violent and aggressive behaviours in students and adolescents. Low academic performance is an indicative of low IQ and poor academic functioning in student learning environment is associated with ODD and antisocial disorders. According to Riley, Ahmed and Amy (2016), student's defiant disruptive disorders are encountered with educational challenges such as expulsion and suspension, academic failure, low grades, and substances abuse, school dropping out, and low grades. These students will likely drop out of school or have poor academic performance in school.

Adolescent students who are bullying victims in their families or neighbourhood relate bullying to an acceptable means of communication in the social environment. Students bullying their peer-colleagues have high negative learning outcome expectations according to Mugabe and Maposa (2013). In addition, a student who faces daily physical negative interactions outside of the learning environment may be more likely to consider physical aggression as normal. Where there is high violence there is likely higher risk of academic decline and problematic social relationships.

Severity impact indicated by various deviant behaviours like theft, exam cheating, rudeness, property vandalism and class boycotts together with sneaking all affect academic performance of students according to Lavigne *et al.* (2014). These acts negatively influence the learning and teaching process by undermining the purpose of education. Bullying as one of ODD characteristic has a negative impact on children and school going teenagers as it may damage self-esteem, confidence and image as well.

According to Johnson *et al.* (2017), there has been a strong relationship between classroom Oppositional defiant disorders and academic performance evaluation as cited

in his academic Studies. The peers who misbehave in the classroom or school impact negatively on the academic performance of other students and these disruptive and defiant students have negative consequences in the receiving learning environment

2.5 Interventions Measures for ODD Students

Management strategies and different intervention measures are needed for ODD students as they bother others and teachers in school and interrupts teaching, Pier Angelo and Giuliani (2008) and Jones (2008) have provided a number of Management strategies to include making a positive relationship between teacher and student, allowing a student to choose one between two options, because it helps a student to pick an appropriate ability, teaching students rules of the classroom, also post them on a student risk or the appropriate safe place for students, improving students self-confidence by encouraging and emphasizing every good work that they do, training students to employ self-management approach to help monitor and control themselves, applying a behavioural contract between teacher and student, which contain the behavioural expectation, reward, and punishments, training students to become relaxed, comfortable, and flexible especially when their requirements have not implement, applying activities that depend on physical movement to release suppressed power and avoiding speaking when student status is oppositional, and talk softly to him/her at appropriate time. Undiyaundeye (2018) further suggests meeting students' needs especially for students who have disability in inclusive classroom as teacher should modify lessons and activities to fit their abilities.

Moreover, what poses the greatest challenges in Kenya according to Kamau *et al.* (2012) is absence of proper diagnosis for ODD, absence of good supportive services, the ignorance in the general population of disorder, lack of proper intervention, and the

inability of the parents to afford screening and treatment for the children. The current state in Kenya according to Muthoni and Karume (2014) is that ODD is crammed together with other mental disorders and is treated utilizing antipsychotic medication which should not be the case if ODD needs to be adequately treated.

According to Blegur *et al.* (2017), intensity of aggression can be reduced by the promotion of positive emotional attachment among the students through adventure works like sports, swimming, athletics and mountaineering. Alternatively, the school administrators should clearly spell out the rules and regulations guiding the expected behaviour of students within the school environment.

Information-based intervention is an effective strategy in handling deviant behaviour according to Riley, Ahmed and Amy (2016), it's therefore imperative for counsellors to provide right information to students in school and adolescents about the negative influence of deviant disorders. Coleman (2008) has recommended for an establishment of counselling centres in every secondary school that can complement training and curriculum reviews on techniques of managing deviant behaviour.

Counsellors helps in improving students' behaviour by using some certain verbal reinforcement principles such as praising compliance and those who obey rules and regulations and ignoring none compliance and guilty prove students improve in their academics. Harada, Yamazaki and Saitoh (2002) discusses that the use of reinforcement helps to provide an explicit model of what is expected among in-school adolescents. Intervention strategies such as peer tutoring and co-teaching also resulted in decreased referral to special education programs, increased student's performance, decreased disruptive problems, and referrals for behavioural problems.

Asonibare (2016) further suggests that behaviour modification technique is one of the best effective approaches for managing both individual and classroom ODD as supported by psychologist, parents, counsellors and clinicians. To enhance motivational intervention measures and conducive school environment among students, the behaviour modification technique can produce better academic performance results.

Nevertheless, Awan (2014) proposes use of group discussion in schools as a means of minimizing ODD in schools. These negative behaviours of ODD students can be lessened by instilling positive discipline among the secondary school students through group discussion, interactive sporting and game activities. Furthermore, in order to manage and deal with ODD students effectively, caregivers should have considerable knowledge about ODD. Teachers who effectively dedicate their profession do enhance positive reinforcement and focus on encouraging desirable behaviours of students and foster conducive learning atmosphere go a further step in guarding students from all ODD related problems. Similarly, students who are taught and brought up in free loving environment tend to feel free to ask questions in classroom in a more positive manner than those brought up in broken families.

The solution and best method of handling ODD students should therefore, be prioritized and accelerated according to Adigeb and Mbua (2015). This according McCormick, Cappella and O'Connor (2013), requires to be a home and school environment based therapy and starting from parent-child training and then to school.

2.6 Research Gap

Little information secondarily is available online and published about ODD in Turkana West Sub County on the causes of ODD among the secondary school students, the influence of ODD on the academic performance and interventions measures to manage

ODD and improve the academic performance of such students. However, the influx of refugees in Kakuma cannot be ignored as but by Mwenda J. (2019) that the presence of Refugee in Kakuma has posed great challenges of inadequate resources, negative cultural beliefs and classroom congestions. This gap of knowledge compromises the kind of methodologies to be applied in improving the academic performance of students with ODD, the type and best evidence based care to be provided for such students in Turkana West Sub County.

2.7 Summary

The chapter entails the summary of the literature review from the secondary sources. The review of the literature has been arranged into three components as per the study objectives. The causes of oppositional defiant disorders according to objective one suggests that punishment, students and school environment relationship as well as family and parents contributes greatly to the prevalence of Oppositional Disorders among the students. Biological factors and comorbidity to other disorders such as the Conduct disorders, ADHD and poverty related factors have been found to be a major contributor to the causes of ODD. The presence of ODD has negatively influenced the academic performance of Turkana West secondary students at KCSE in the last four years. In the data sourced from Turkana West Sub County education offices, the constant outstanding of performance which doesn't decrease nor increase in all the sampled four secondary schools provide a picture of how effects of ODD has brought academic performance to its poor state. The schools Mean scores stand at an average of 3 with a mean Grade of D (plain) and a majority of students scoring D plain. Those who performed better had a mean of D+ (plus). The influence of Oppositional Defiant Disorders on academic performance has negative effect on learning environment. And

little literature is online on what is done in Turkana West Sub County and influence of ODD on performance of students.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter covers research materials and methods used during the research study. It includes; study area and population description, research design, sampling strategy and Sample size, Study variables and data collection procedure, data processing, validity and reliability of the instruments, ethical consideration, and finally data analysis discussion and presentation.

3.2 The Area of the Study

The study was conducted in Turkana West Sub County of Turkana County which is in the North West part of Kenya, bordered by Uganda to the West, South Sudan to the North West, Ethiopia to the North-East, West Pokot County in Kenya to the South, Baringo and Samburu Counties to the East and has a population estimated at 939,080 people according to Situma (2013). The Turkana West Sub County lies on the boarder; boards Uganda from North East, South Sudan from South and Ethiopia from North West. It is part of seven Sub-Counties of Turkana County and has seven wards out of the total thirty of Turkana County. Turkana West Sub County is further subdivided into thirty-six locations with fifty-three sub locations. The seven wards in Turkana West Sub County are Lokichoggio, Nanam, Kalobeyei, Songot, Letea, Lopur and Kakuma. The area covers a total area of 15,444.80km² with a population of 239,627 host people and refugees Across East Africa. On education sector there are 3 private colleges and 1 Public University Campus. The area has a total of 60 primary schools with 12840 boys and 10815 girls bringing enrolment 23655. There are 6 public secondary schools with 2023,943 boys and 1080 girls.

Turkana West Sub County is a home of the second largest refugee camp in the world named Kakuma Refugee camp with about 88,000 refugees of sixteen different nationalities across Africa.

The physiographic features of Turkana West Sub County include low-lying open plains, mountain ranges and river drainage patterns. The Mountain ranges that influence constituency physiographic features include, Mogila, Songot, and Pelekech Mountains. The Mountain ranges, because of their high elevation, normally green, covered with dense bushes and high woody cover of prosopis and indigenous vegetation. The ranges support important economic activities like, livestock grazing during the dry season, firewood and charcoal production. Block 11 A and C barrel of oil deposits and Lotikipi water aquiver discovered in 2013 is found in Turkana West Sub County.

The Climatic Conditions in Turkana West Sub County is arid and semi-arid and is characterized by warm and hot climate. The temperatures range between 20°C and 41°C with a mean of 30.5°C. The rainfall pattern and distribution is erratic and unreliable with both time and space. There are two rainfall seasons. The long rains during winter usually occur between April and July and the short rains between October and November and ranges between 52 mm and 480 mm annually with a mean of 200 mm.

3.3 Research Designs

In this study, the researcher used mixed method approach where descriptive and inferential statistics were used. For descriptive design, interrogative and descriptive questions were administered to the participants under study.

The approach was preferred because of its neutrality and objectivity. It provided rich amount of data that resulted to detailed data analysis. Mixed method approaches hold checks and balances the strengths of each method. Both methods evaluate and

neutralizes the weakness that would have arisen from either method. Strengths of each approach was made up for weakness of another approach. Mixed method enabled gathering of information in depth.

3.4 Study Population

According to Biddix (2016), population refers to as an aggregate or totality of all the subjects and members that conform to a set of specifications. In this study the total targeted population was 1800 respondents and sampling was done to get adequate representation. The researcher targeted the Secondary school principals and teachers, parents, MoEST, child protection officers, secondary school form ones, form twos and form three students with a total of 1800 from Turkana West Sub County schools.

Principals

Teachers

In this study a total of 15 Guidance and Counselling teachers were sampled, 3 teachers from each school responsible for counselling and guiding the student.

Teachers act as secondary parents responsible for handling and taking care of students while in school environment. In school students' behaviours are shaped by the teachers. They teach every student character and performance. They are also responsible for instilling knowledge for better academic performance. This is the reason behind the inclusion of them in this study.

Parents

Two hundred Parents were sampled across the seven wards in the Sub county, they were interviewed at the pastoralist kraals, markets places, Water points and villages. Since some of the children behaviours are innate parents were target views on the behaviour history and its effect on learning. Parents are they primary teachers of their children in

behaviour modification and training on good morals and this was the purpose of including them in the study

MoEST

Curriculum, education policies and guidelines is regulated by the ministry of education, Sub county Director of Education, TSC Director, Quality Assurance and Standard officers are key stakeholders in the ministry of education who coordinate and ensuring the quality of education is up the standard. Secondary data and vital information concerning education in Turkana West was sourced from the ministry through the stakeholders' stakeholders

3.5 Sampling Procedure

Sampling according to Biddix (2016), is a representation of the part of the population from the area of study.

The study applied purposive, convenience and simple random sampling. Purposive preferred as a homogeneous sampling method in which guidance and counselling teachers, principals, child protection centres staff, MoEST with similar attributes in terms experiences in handling the students were sampled to represent the entire population. The preference of this technique was to focus on the precise similarity and relevance to the topic under research. Principals, guidance and counselling teachers and MoEST were sampled because they are the custodian of secondary schools' enrolment and academic performance. Form 1, 2 and 3 were sampled by means of systematic random technique to enable every student chance of selection to participate in the study. Parents were sampled using convenience sampling technique where parents were met and interviewed in kraals, villages, markets water points and villages within the

sampled sub locations. Also parents were selected to views on how they interact with children and how their behaviours influence academic performance

3.5.1 Sample Size

The Turkana West Sub County records from the child protection centres, schools, Ministry of Education and parents purposely targeted a total population of 1,800 participants. Using Yamane Taro formula, this gave a sample size of 328 samples.

Determine the sample size, the Yamane Taro (1973) formula with 95% confidence interval

$n = \frac{N}{1 + N(e^2)}$ Where n = the required sample

N = total population

e^2 = sample error $(0.05)^2$

$n = 1800 / (1 + 1800(0.05)^2)$

$1800 / 0.0025 = 1 + 1.2275$

$n = 327.27$ $n = 328$

Table 3. 1: The Sample Strategy for the Hypothetical Population

Study population unit	Sampling Method	Target population	Sample Size	Data Collection Instruments
Secondary School Students Form1,2,3 (In five schools).	Simple random sampling	1300	60	Focus Group Interviews
Guidance and Counselling teachers (3 in each school)	Purposive	90	15	Questionnaire
Principals/Deputy Principals	Purposive	10	5	Questionnaire
Ministry of Education officials	Purposive	20	5	Questionnaire
Child Protection centres staff	Purposive	50	8	Questionnaire
Parents	Convenience sampling	330	200	Key informant Interview Guide
Observations	Purposive	-	20	Disguised Observation check list
Total		1800	328	

3.6 Administration of Research Instruments and Data Collection

Secondary data for this study was collected through a review of literature information from secondary sources while primary data collected using the questionnaire, key interviews, Focus Group Discussions, and Disguised Participant Observation.

3.6.1 Primary Data

In the study secondary school's teachers were sensitized in writing and telephone calls before the eight research assistants for data collection. The researcher prepared and rehearsed the interview schedule beforehand, created rapport with interviewees and then elicited information, recorded the responses on the note book. The research assistants were trained to assist in data collection. The training targeted the reduction of biases and errors in data collection and to familiarize the research assistants with the research objectives, the research protocol, questions, interactive ways to ask questions and data instruments to be used

3.6.2 Secondary Data

Secondary data involved reviews from school's administration academic performance of ODD students, recorded information on suspension and expulsion cases that the researcher was seeking. Disciplinary cases and data related to indiscipline cases were reviewed. Supplementary relevant literature in scientific and peer-reviewed journals in the internet and virtual library were further reviewed.

3.6.3 Questionnaire

Structured and unstructured questions in the questionnaire were used to enable the researcher analysed the data quantitatively and qualitatively. Most of the questions were open ended except in the Five Likert scale requiring the respondents to mark (✓) according the degree of frequency. Questionnaires were provided to secondary school principals and other sampled respondents except parents as they were literate and knowledgeable to read and interpret the questionnaire. Self-administered questionnaire was used to achieve a maximum, increased response and reduced the time of processing. The explanation to the teachers was provided first before administering the

questionnaire. They were informed not only about the study objectives, the importance of their own opinion on survey results but also on confidentiality of the information they provided. The researcher and research assistants were interpreting the questions to *ng'aturkana* and *Kiswahili* language for the parents. Confidentiality was addressed, while explaining the purpose of the interview, time to be taken during the interview. He also chose and decided the types of questions format as per the study objectives.

The unstructured of questionnaire for Guidance and Counseling teachers, principals, Child Protection Centre's staff and the MoEST staff has the following sections; respondents' instructions for ethical considerations and clarity. Section A: Contained demographic information that captured gender and education qualification. Section A: Question 1 captured common ODD attribute and the causes. Section B: Research questions 2 that contained students' academic performance a case for Form 1,2 and 3 students and Section Question 3 which sought to find intervention measures for ODD students' ODD manifestation in five Likert scale degree of agreements and the mode of punishment applied to ODD students. There was slight difference between parents' questionnaire and the rest of the respondents, for the parents there was no instructions section, since it was owned by the interviewer and the occupation section was included

3.7 Focus Group Discussions

Focus Group Discussion structure contained a section for respondents' instructions, Section A, that captured common ODD attribute and the causes, Section B for students' academic performance and Section which sought to find intervention measures for ODD students.

Focus group Discussions (FGDs) were used to capture qualitative information that were not captured in the parents' interviews and affirmed some of the information from a

questionnaire interviews, and observations. The FGD targeted secondary school students. The sampled students discussed ODD manifestations and its influence on academic performance based on their experiences. The researcher and assistants guided the discussion sessions by asking questions based on students' perceptions, attributes, opinions and ideas pertaining their defiant behaviours. The FGD responses from the students were scored, ranked and analysed descriptively

3.8 Disguised Participant Observation

The structure has two sections: the question and the respondents' observable answers. The questions on general characteristics of the school environment, observable Oppositional Defiant Disorder among the secondary school students and observable events that could lead to influence of ODD and students' academic performance in the school were set. The relationship among students themselves, school administration and to outsiders was also observed. The purpose of the tool was the capture other information left out in the Focus Group Interviews and get the first hand information from the field.

Disguised participant observation sheets were used to collect general and related information not captured in the other instruments. In this instrument, the researcher and trained school prefects pretended to be staff of the school family. The observer concealed the identity and ODD information as special group in order to access them. In observation checklist the researcher and selected trained schools' prefects recorded what was observed during ODD investigation and academic performance effect, overt behaviours and the general status of the school environment for a minimum period of six months.

3.9 Pilot of the Study

A pilot test-run was conducted with study research assistants prior to the main data collection and the final questions were amended accordingly. To ensure instruments reliability, the pre-test questionnaire was piloted and administered to Lochoggio and Kalobeyi secondary schools in Sub County, within Lokichoggio and Kakuma regions among which were not captured in the sample of the study to ensure that the instrument was replicated, relied upon and free of errors. Those schools were chosen as the pilot because it was assumed and perceived to be inhabited by the same populations in which ODD students reside. The questionnaire was administered to the principals of the 2 schools, 2 guidance and counselling teachers, and 24 form ones, twos and form three students. The interview schedules were prepared for 50 parents that's 25 parents per sub county zone whose children were in forms one, two and three in those schools. Questionnaire and Focus Group Interviews were administered for teachers and students. The questionnaires used for pre-test were excluded from the final data entry and analysis. The piloting was done to check the suitability and reliability of the tools. Thereafter the instruments errors were corrected after piloting

3.10 Validity and Reliability of Data Collection Instruments

The validity and reliability of the instruments utilization in the study were strengthened through investigation, where the study provided evidence of how the effectiveness of research tools would help the investigator assess the validity and reliability of research by ensuring the simplicity and viability of questionnaire, as a measuring instrument, mistake free and non-bias.

3.10.1 Validity

According to Bowen (2009), validity is an ability of an instrument to measure what it is supposed to measure and it generally considers whether data obtained in the study represents the variable of the study. According to Wagesho *et al*, (2013), validity is vital in research because conclusions made in the study data are more precise and relevant. In this study the researcher used both face and content validity tests. In faced validity the researcher used a constructed questionnaire to ask participants to give own opinions, views and perceptions on the problem raised by the study. The content of the instruments was analysed by the expert judgments. The instruments were checked by the two supervisors at UOE thoroughly and improved, organized consistently with the research objectives and expected data before taking them to the field. Their feedback was put into consideration.

3.10.2 Reliability

Reliability according to Keith *et al*, (2017) refers to a consistency of an instrument when applied to similar situations. It remains a measure of degree to which a research instrument yields consistent data results after repeated trials.

Random errors which affects reliability instruments like Interviewers and interviewees fatigue, inaccurate coding and ambiguous instructions given to the respondents were under the control of researcher. In this study the researcher used pre-test method during study piloting for the purposes of reliability stability. The researcher tested the stability using test-retest and parallel alternative form reliability testing to enhance the consistency of results. The test scores between participants were made using statistical comparison. This provides an indication of the instruments reliability.

Salkind N (2015) suggest Cronbach's Alpha method as the common for internal consistency and best for research psychologist, it applies to multiple items where all the items intended to measure the same variable. The Cranach alpha tells if the test design is accurately measuring the independent variable & dependent using a using a dichotomous or Likert scale questions, using the formula

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where N = the number of item

\bar{c} = average covariance between item pairs

\bar{v} = average variance

In this study, the Alpha value test of reliability was conducted on ODD causes and manifestation for MOEST (.097), parents (.075) Principals (0.96), this show the measures were found reliable. The Alpha value test of reliability was also conducted on academic Performance and manifestation for FGI and it was found to be at alpha value above 0.64, the measures were therefore reliable.

Table 3. 2: Regression Coefficients of ODD Influence on Academic Performance

Variable	<i>B</i>	B	<i>SE</i>	<i>P-Value</i>
Constant	12.879***		2.426	.000
ODD_ Influence	-2.321*	-.569	.699	.003
R^2	.324			

Table 3.2. Shows the influence of ODD on academic performance. The R^2 value of .324 revealed that the predictor variable explained 57% variance in the outcome

variable with $F(1, 23) = 11.01, p < .003$. The findings revealed that ODD influence negatively predicted academic performance ($\beta = -.57, p < .003$).

Table 3. 3: Regression Coefficients of ODD influence on Academic Performance

Variable	<i>B</i>	B	<i>SE</i>	<i>P-Value</i>
Constant	9.730***		1.337	.018
ODD_ Influence	-1.666*	-.962	.335	.038
R^2	.925			

Table 3.3 shows the influence of ODD influence on academic performance. The R^2 value of .925 revealed that the predictor variable explained 93% variance in the outcome variable with $F(1, 3) = 24.667, p < .003$. The findings revealed that ODD influence negatively predicted academic performance ($\beta = -.962, p < .038$).

3.11 Data Processing Analysis and Presentation

In this research study the researcher intended to use both qualitative and quantitative methods of data analysis because of diverse merits relation to research instruments and objectives. This included the questionnaire, Interviews, Observations, and Focus Group Interviews that were edited, coded and arranged, tabulated and entered into Ms Excel spread sheet in a standard format to allow for analysis of both descriptive and inferential statistics where Statistical Package for Social Sciences (SPSS, version 21) computer software was used.

The data collected by means of oral narratives, FGI, interviews and observations from unstructured data gathering all fall under the qualitative analysis. The analysis was done descriptively using Mean(M) and Standard Deviation. Qualitative data was triangulated.

Triangulation was used during identification of the causes of ODD, the influence of ODD on the academic performance in Secondary Schools and intervention measures for ODD students. Triangulation was carried out by the researcher and research assistants to compile the list in various study objectives. The data was analysed thematically and integrated into the form of narrative.

In quantitative method, data was presented in numerical format of closed and structured tools of data gathering where closed ended interview schedules and structured questionnaire were analysed quantitatively through Linear Regression and Pearson Product Moment correlation coefficient with the aid of SPSS application software. The approach enabled the investigator to examine the causal effects between independent and dependent variables that helped in making predictions.

The researcher was confident that numerical data would yield unbiased results sample from the targeted population while supporting generalization as well.

Frequency tables generated from the variables, Five Likert scale tables, pie charts, and bar graphs were utilized to assist in the visual appreciation of social, demographic characteristics and different influence of ODD among secondary school students and their effects on academic performance in Turkana West -Sub County.

3.12 Ethical Consideration

The researcher first sought to obtain the permission from the University of Eldoret to collect data and the consent to carry out research from the relevant authorities. National Commission, Science, Technology and Innovation (NACOSTI) certificates, letter from County Commissioner and County Director of Education were obtained and delivered to Turkana West Sub County and Education offices as essential and vital documents for research study. The researcher's introductory letter and authority letters were attached to all the research instruments. The researcher's letter detailed in the identity and

authenticity of the researcher and information revealing the participants' protection, respect, and informed consent of their voluntary participation. There were phone calls and pre-schools visits, familiarization and discussion with school principals prior to the field work, rules and guidelines agreed upon with the participants. The participants' identities and hesitancy to participate or respond to some questions were concealed. However, students with observable ODD behaviours were purposely excluded from the study as they would give invalid and unreliable information. The informed consent was sought from all volunteer participants before data collection without revealing of their identity.

3.13 Summary

This chapter entailed the use of descriptive research design in which rich amount of data results and detailed data analysis with information was gathered in depth. The area of study was Turkana West Sub County in Turkana County. The targeted population was Secondary school counseling teachers, parents and secondary school students with a total of 1800. The sampling technique was purposive as it targeted only form 1, 2 and 3 students, guidance and counseling teachers and parents. The sampled size was determine using the Yamane Taro (1973) $n = \frac{N}{1 + N(e^2)}$. This chapter identified and described the use of three common variables; independent, dependent and intervening variables. Independent variables were all the ODD manifestations and conditions; dependent variable was poor academic performance as per the results outcome, while intervening were parent child relation, student peer relation and teacher student relation. In this chapter the research has identified and described questionnaire for the teachers, interview for the parents, FGD for the students and historical profile for the principals. Means of administering the research instruments has been discussed. Study piloting,

Validity and reliability of research instruments has been also discussed in the chapter.

Ethical consideration has been considered.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter highlights the findings on the influence of Oppositional Defiant Disorders on Academic Performance among Public secondary school Students in Turkana West Sub- County, Kenya. It presents data analysis, presentation and discussion of data findings as per the three study objectives. The chapter begins with response rate, demographic information and views of all the respondents on the ODD causes, influence on academic performance among the secondary school students and the intervention measures. The qualitative data collected through FGI, oral narratives, interviews, and disguised participant observation was analysed and integrated into the narrative form through triangulation guided by three objectives using means and standard deviation. The quantitative data collected through structured interviews and questionnaire was analysed quantitatively using Linear Regression and Pearson Product Moment Correlation Coefficient through the aid of SPSS software application. Analysis and presentation of data results was edited, coded and arranged, tabulated and entered into Ms Excel spread sheet in a standard format to allow for analysis of both descriptive and inferential statistics where Statistical Package for Social Sciences (SPSS, version 21) computer software application was used.

4.2 Response Rate

The study targeted a sample of 328 participants: 60 students and 20 teachers. 10 MoEST officers, 20 Child Protection Centres staff, 200 parents, Observation Check list 20. Out of the 60 questionnaire issued to students, 55 were returned, translating to a response

rate of 91.67%. From the sampled 5 Principals, 5 participated which translated to a response rate of 100%. 15 were Guidance and Counselling out of which 9 were given questionnaires, thus a response rate of 60%. 200 sampled questionnaires were given to parents, 195 participated translating to 97.5% response rate. 10 Sample questionnaires were given to Ministry of Education (MoEST Staff); 8 participated in the study which translates to 80% of the response rate. 15 Child Protection Officers out of the sample 11 participated thus a response rate of 55%. The return rate participated was therefore enough to analyse and present the data.

Table 4. 1 Return Rate of Instruments

Respondent	Instrument	Sample	Returned/ Participated	Return Rate %
Students	Questionnaire	60	55	91.67%
Principals	Questionnaire	5	5	100%
Guidance/Counselling	Questionnaire	15	9	60%
Parents	Questionnaire	200	195	97.5%
MoEST Staff	Questionnaire	10	8	80%
Child Protection officers	Questionnaire	20	11	55%
Total		310	283	80.70%

4.3 Results for Demographic Information of Respondents

This section comprised of results from data gathered on respondents' general information. The study sought data on gender, education level and occupation of the respondents. The information was considered important in validation and assessment of representativeness of findings.

4.3.1 Demographic Information for Gender

The study sought for the gender of principals, parents, guidance and counselling teachers and ministry of Education officers. This data was important in showing the gender representation of respondents. Obtained data was analysed and presented in the table as follows;

Table 4. 2 Distribution of the Gender of Respondents

Respondents Measurement	Male		Female		Total
	Frequency	Percentage	Frequency	Percentage	
Children Protection officer	7	38.9%	11	61.1%	18
Principals	4	80.0%	1	20.0%	5
MoEST officers	5	62.5%	3	37.5%	8
Parents	102	52.3%	93	47.7%	195
Total	118	52.2%	108	47.8%	226

Table 4.2 displays that 52.2% of the respondents in the study were male while 47.8% were female. This shows that there was an almost gender parity among study participants. However, gender of respondents varied in some categories like children officers which had more female 61.1% compared to male (38.9%). There was also more male in gender distribution of principals (80.0%) and MOEST officers 62.5%. This implies that most secondary schools are headed by male principals than female. These results agree with Sub County Education Office report (2021) that showed that male principals in Turkana County West Sub County were 86% compared to female.

4.3.2 Demographic Information on Qualification

The study was interested in the academic qualification of principals, guidance and counselling teachers, child protection officers. This information was summarized in table 4.3;

Table 4. 3: Distribution of Respondents on Academic Qualification

Respondents	Diploma		Degree		Masters	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Children Protection officer	4	36.4%	4	36.4%	3	27.2%
Principals	1	20.0%	3	60.0%	1	20.0%
MOEST officers	2	25.0%	5	62.5%	1	12.5%
Total	7	21.2%	20	62.7%	6	18.2%

Results from the analysis displayed an overall majority 62.7% of the respondents were degree holders, followed by MOEST staffs (62.5%) and principals (60.0%). These results implied that most of the educational officers had the required qualification to handle academic performance.

Results for qualification of children officers show an equal proportion 36.4% for diploma and degree holders with very few 27.2% having master's qualification. These results display a low professional development among children protection officers.

4.3.3 Parents Educational Qualification

Parents were asked to indicate their level of education. The information was believed to be an intervening factor on students' academic performance. The summary of the results is as presented in figure 4.1.

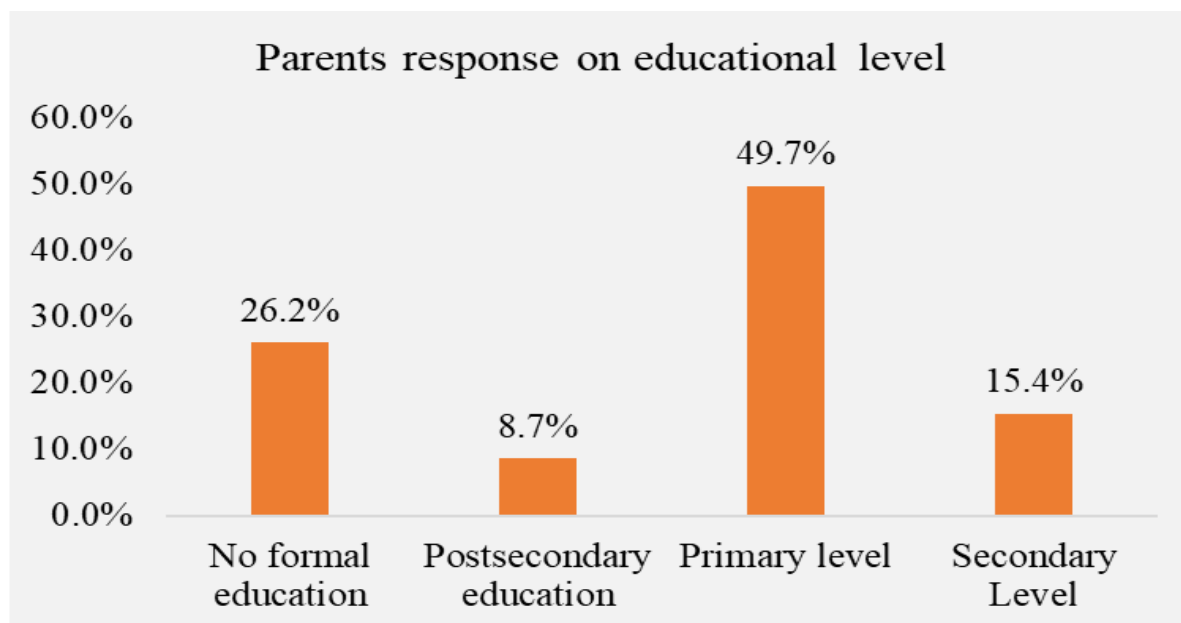


Figure 4.1 Parents Educational Qualification

The results show 49.7% of the parents are in primary level education, this was followed by 26.2% with no formal education, 15.4% with secondary level education and 8.7% with post-secondary education. These results implied that most parents had low educational attainment. The findings agree with UNICEF (2018) report that indicated low literacy level among people aged 35 and above years.

4.3.4 Parents Occupation

Scholars have argued that parents' occupation can contribute to ODD among children. This study set up to assess the occupation of parents. The data was summarized in percentages and presented as shown in figure 4.2.

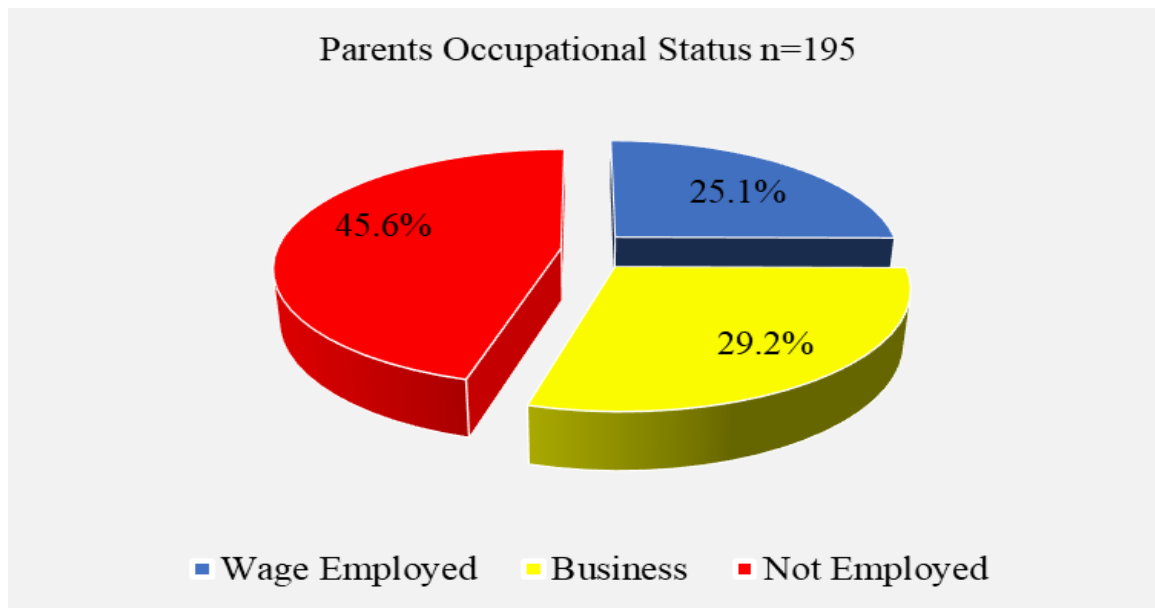


Figure 4.2 Occupation of Parents

Most of parents (45.6%) were not employed, followed by 29.2% business while 25.1% were in waged employment. These results implied that most parents in Turkana West were unemployed. Unemployment could result in low socio economic status and lack of parental commitment in monitoring and nurturing good behaviours and academic performance for their children.

4.4 Causes of Oppositional Defiant Disorders Among Secondary School Students

In this section the research questions were set according the objectives. In section 3.3.1 The purpose of the research question was to choice from Five liker scale frequency prevalence of ODD among the student and from question 1 (b) elicit varied information from the respondents pertaining the causes of ODD among the students. In a 5 Likert scale the data was coded ranging from 1-5; 1=Completely Disagree, 2=Mostly Disagree, 3= Slightly Agree, 4 = Mostly Agree, and 5 = Completely Agree for the ODD Causes as illustrated in the table, the data was then analysed using descriptive statistics using mean (M) and Standard Deviation (SD).

4.4.1 Child Protection Officers

Q1(a) Suggest your degree of agreement on the following causes of Oppositional Defiant Disorders among students

The causes of ODD among the students	Completely agree 5	Mostly agree 4	Slightly agree 3	Mostly disagree 2	Completely disagree 1	Undecided 0
Poor family caring environment						
Hostile home and school environment						
Harsh punishment and inconsistent discipline						
Poor socioeconomic background						
Buttering and hitting with objects						
Home conflict						
Home drug and substance abuse by parents						
Heredity						
Comorbid of CD, ADHD, mood disorders						

(a) What are other causes of Oppositional Defiant Disorders among the secondary school students living in your centre?

Table 4.4 Descriptive Analysis for ODD causes

ODD Causes	Mean	SD
Poor socioeconomic	3.73	1.56
Poor family background	3.45	1.44
Home conflict	3.36	.67
Hostile home environment	3.27	.91
Heredity	3.09	1.38
Harsh punishment	3.09	1.30
Drug abuse	2.82	1.83
Buttering	2.64	1.03

The findings of the study revealed that the most common ODD causes as indicated by the Child protection officer were poor socioeconomic and poor family background which scored a mean of 3.73 and 3.45 respectively. Followed by home conflict, hostile home environment, heredity, harsh punishment which scored relatively below 3.5 to 3.0. This indicates that the respondents were neutral concerning these factors but did not rule out the fact that these factors also affect the students. The result also showed further that drug abuse and battering did not affect the students with a mean score of 2.84 to 2.64.

Table 4.5: Descriptive Analysis for ODD Manifestation

ODD Manifestation	Mean	SD
Lying	4.18	.98
Blame shifting	3.91	.94
Short/hot temper	3.09	.83
Argumentative	2.91	1.14
Annoying	2.82	1.40

Violent 2.45 .69

According to the findings as reported in Table 4.5 the most common form of ODD manifestation which was observed to be exhibited by students frequently was lying with a mean score of 4.18(SD=0.98), followed by blame shifting which had a mean of 3.91(SD=0.94). This is supported by the standard deviation of 0.98 and 0.94 which is very small implying that most respondents were consistent and had similar views. The result showed further that the respondents were neutral whether the students are short/hot temper 3.09(SD = .83). The results further disagreed that the students were argumentative, annoying and violent with a score of 2.91(SD = 1.14), 2.82(SD = 1.40), and 2.45(SD = .69) respectively.

Table 4.6: Frequencies for Other ODD Causes

Other Minor ODD Causes	Frequency	Percent
Peer Pressure	8	29.6
Poor Upbringing	6	22.2
Ignorance	4	14.8
Poor Self-esteem	4	14.8
Poor relation with other students and teachers	3	11.1
Addicted to social media	2	7.4

Result from Table 4.6 indicate that 8 (29.6%) of the respondent agreed that peer pressure was the most common of ODD causes, followed by 6 (22.2%) Poor Upbringing. This implies that the peers influenced others badly. 4 (14.8%) showed Ignorance, and 4 (14.8%) had Poor Self-esteem. The study also indicated that the 3 (11.1%) of the students had poor relation with other students and teachers, and 2 (7.4%) of the respondent showed that the students were addicted to social media.

4.4.2 Parents Views on Causes of ODD

Table 4.7: Descriptive Analysis Views of Parents on the Causes of ODD

ODD Causes	Mean	SD
Poor family caring environment	4.19	1.03
Poor socio-economic background	3.59	1.20
Hostile home and school environment	3.44	1.03
Home conflict	3.37	1.19
Heredity	3.35	1.43
Harsh punishment and inconsistent discipline	3.30	1.15
Comorbid of CD, ADHD, mood disorders	3.21	1.16
Buttering and hitting with objects	3.02	1.28
Home drug and substance abuse by parents	3.06	1.52

Results in the table 4.7 shows that the frequent ODD Cause among secondary students was poor family caring environment 4.19 (SD=1.03), followed by poor socio-economic background 3.59 (SD = 1.20), hostile home and school environment 3.44 (SD = 1.15). The study further indicated that harsh punishment and inconsistent discipline, battering and hitting with objects, Home conflict, home drug and substance abuse by parents, heredity, comorbid of CD, ADHD, mood disorders was slightly frequently with a mean score 3.37 – 3.06. Poor family caring environment, socio economic background are therefore the major factors causing ODD among the students as supported by Wilson (2019) that Parental psychopathology factors such as abuse, harsh punishment inconsistent discipline and maternal aggression are all associated with ODD. Moreover, all domestics' problems in the family, unstable family due to divorce and separation, drug and substance, unstable and disturbed home environment, deprived families cause aggressive and intolerable behaviours. Findings completely disagree with home drug and substance abuse by parents as the cause of ODD.

Table 4.8: Parents Views on ODD Manifestation

ODD Manifestation	Mean	SD
Lying	4.19	.86
Annoying others intentionally	4.13	.95
Blame shifting	4.11	1.12
Temper	3.64	1.00
Violent	3.31	.95
Argumentative	3.12	1.19
Hostile	3.09	1.24

The study established that lying, annoying others intentionally, blame shifting and short temper outburst were major ODD manifestation among the secondary students with a mean score 4.19-3.64. The small standard deviation also revealed that there was consistency in responses SD (0.86 – 1.12). Regarding violent, argumentative and hostile manifestation, they were considered slightly frequently among the students.

Table 4.9: Parents Frequencies for Other Minor ODD Causes

	Frequencies	Percent	Cumulative Percent
Peer Pressure	112	22.4	58.6
Imitating other student's bad behavior	50	10.0	26.2
Polluted environment with all kinds of immorality	97	19.4	50.8
Poor teacher-student relations	43	8.6	22.5
Stress due to parental negligence	34	6.8	17.8
Adolescence	35	7.0	18.3
Social Media addiction	72	14.4	37.7
Teachers Negligence	10	2.0	5.2
Sexually gender based violence	10	2.0	5.2
Truancy	38	7.6	19.9

The findings show that 62 (15.5%) of the respondents indicated that peer pressure was common among the students, followed by 97 (50.8%) Polluted environment where people misbehave with all kinds of immoral behaviour. Concerning 72 (37.7%) social media addiction it was noted that it was a common issue that cut across many students in different schools. It was also noted that 50 (26.2%) of secondary students liked imitating other student's bad behaviours. 43 (10.7%) of respondent indicated that there were poor teacher-student relations, 34 (17.8%) of respondent noted that some causes came as a result of secondary students having stress due to parental negligence. A further study revealed that 27 (6.7%) of adolescence, 10 (5.2%) teachers' negligence, 10 (5.2%) sexually gender based violence and 38 (19.9%) truancy was some of the causes noted by the respondents.

4.4.3 Focus Group Interviews on the ODD Manifestation

The students' opinions revealed that the most frequent ODD Manifestation among the secondary students was lying, alongside short hot temper outburst, shifting blames committed themselves to others, annoying others deliberately and irritability respectively. Others opined that the argumentative with teachers, parents and other authorities, hostile, irritable and aggressive towards teachers, adults and other students, and violent and often fighting were occasionally exhibited by the secondary students as indicated by study of Riley, *et al.* (2016),

On the questions about causes of ODD, the students narrated the following statements on their causes of ODD

Group 1.

Peer pressure “, *in most cases we behave contrary to school rules, parents' directives because we don't want to be left behind when our friends are a head with current modern technology. Sometimes we fall in*

a trap even when we ought not to. We are disciplined sometimes because of just being in the company of friends”

Group.2 Adolescence and other causes, *“Because of Biological make up and body chemistry, we want to discover and experiment things by our own like adults as we are young adults too”*.

The students in their discussions highlighted drug abuse, poor family background and general environmental influence attributes ODD causes among the high school students as indicated by Ahmed, and Amy (2016). Also students revealed that laziness, frequent punishment, social factors and heredity in that order had contributed to their ODD Causes as suggested by Amy Locke (2016)

4.4.3.1 Punishment

“We are suspended from school for two weeks, after the time elapsed we report back with the parents or guardians who will be told to purchase one role of barbed wire for those who sneak out through the school fence, for breaking other school rules, we are punished accordingly depending with the nature of mistake committed; caning at least with a minimum of five and 8 maximum strokes, removing logs, writing apology letters especially to the teachers or to the students wronged against, cleaning up dining halls, classrooms and staffrooms sometimes we are told to stay out of class lessons till lessons are over,”

The kind of punishment given at schools differed with the ones given at home, according the views of parents and students they all agreed in their opinions that, denial of privileges like watching TVs, outing with friends, restrictions from loitering and roaming about is common punishments at home. Denial or withdrawals of gifts, denials of food, chasing them from home when they come home at late hours are also common. Some parents when they find it had to discipline their children, they report and take them to police station. However, the both the students and parents agreed in their opinions that some kind of punishment hardened their behaviours and thus make it worse. A study by Al-Taher (2014) was in support of this argument that poorly

administered punishments to students creates room for chaos in schools, thus leading to property destruction, and therefore, affecting their general academic performance. Poorly administered punishment therefore contributes to ODD manifestations which lead to academic performance decline in schools.

The views of the MoEST, principals, guidance and counselling teachers, MoEST recommended mode of punishment to discipline the ODD students. In their views they indicated that warning students, talking to them, other corrective and constructive means like involving parents and students in school matters means were the most appropriate mode of punishment.

4.4.4 Principals Responses on the Causes of ODD

Table 4.10 Principals Descriptive Statistics for ODD Causes

ODD Causes	Mean	SD
Inconsistent punishment	4.20	1.10
Alcoholism/substance abuse at home	4.20	1.10
Irresponsible parents/negligence	4.00	1.22
Conflict at home	3.80	.84
Combination of ADHD, CD, mood disorder	3.80	1.10
Suspension & expulsion	3.60	1.14
Maternal aggression	3.20	.45
Low socio-economic status (poverty)	3.20	1.30
Heredity	3.00	.71

According to the table 4.10 shows that the respondents mostly agree that inconsistent punishment, alcoholism/substance abuse at home, irresponsible parents/negligence, conflict at home, combination of ADHD, CD, mood disorder and suspension and expulsion were the major causes of ODD with a mean of (4.20 – 3.60).

Regarding maternal aggression, low socio-economic status (poverty) and heredity, the respondents were neutral concerning their effects on secondary students' behaviours and academic performance.

Table 4.11: Principals Descriptive Analysis for ODD Influence on Academic Performance

ODD Manifestation	Mean	SD
Short or hot temper outburst- result to poor performance in school	2.60	1.82
Fighting, bullying hostility-damages self-esteem, confidence which affect academic performance	3.60	1.14
Argumentative towards teachers and parents -leads to negligence by parents	3.60	1.14
Spitefulness and resentment	3.80	.45
Rude -Breaks home and school rules and regulations-leads punishments and low morals in learning environment.	3.80	1.64
Lying to parents and teachers-leads to mistrust and ignorance in learning	4.00	.72
Ignoring teachers and parents' request	4.00	1.00
Threatening and hitting other students/teachers- results to school drop out	4.00	.72
Deliberately annoys others/lighting -leads to suspension from school	4.20	1.10
Disobedience and defying teachers' rules and orders -affects students learning	4.40	.55
Drug and substance abuse -leads to suspension and expulsion out of school	4.80	.45

Result in the table 4.11 shows that the respondents completely agree that drug abuse in schools leads to suspension and expulsion out of school 4.80 (SD=0.45). It was found

out that it was against school rules and regulations to abuse drugs and substances which would amount to either suspension or expulsion. The study revealed that disobedience and defying teachers' rules and orders affects students learning, deliberately annoying others leads to fighting which will cause the students being suspended from the school, ignoring teachers and parents' request, threatening and hitting other students/teachers results to school dropout, rude breaks home and school rules and regulations-leads punishments and low morals in learning environment, spitefulness and resentment, argumentative towards teachers and parents leads to negligence by parents, and fighting, bullying hostility can damage self-esteem, confidence which affect academic performance were most frequent causes of ODD manifestation among the secondary students with a mean of (4.40 – 3.60). The respondents mostly disagree whether short or hot temper outburst results to poor performance in school.

Table 4.12: Principals Frequencies for Minor ODD Causes

Minor ODD Causes	Frequency	Percent
Social Media	1	9.1
Historical Injustices	1	9.1
Ignorance	1	9.1
Age factor	2	18.2
Drug Abuse	3	27.3
Peer Pressure	3	27.3

According to the findings, it was observed that 3 (27.3%) drug abuse and peer pressure was common among secondary students. A further study indicated that 2 (18.2%) of respondents opined that age factor contributed to ODD causes. The result also shows that 1(9.1%) social media addiction, 1(9.1%) historical injustices and 1(9.1%) ignorance had contributed to ODD causes.

4.4.5 Guidance and Counselling Teachers Opinions on the Causes of ODD

Table 4.13: Guidance and Counselling Teachers Descriptive Analysis for ODD

Causes

ODD Causes	Mean	SD
Combination of ADHD, CD, mood disorder	4.22	1.09
Inconsistent punishment	4.22	.83
Alcoholism/substance abuse at home	4.11	1.27
Irresponsible parents/negligence	4.11	.93
Conflict at home	4.00	1.58
Low socio-economic status (poverty)	4.00	1.41
Suspension and expulsion	3.67	1.12
Maternal aggression	3.56	1.13
Heredity	2.89	.93

The findings show that the major ODD causes among the secondary students are Inconsistent punishment and comorbid (combination of ADHD, CD, mood disorder), alcoholism/substance abuse at home, irresponsible parents/negligence, conflict at home, low socio-economic status (poverty), suspension and expulsion, and maternal aggression with a mean score ranging from 4.22 – 3.56. It also evident that the small standard deviation shows how consistent the responses (1.58 – 0.93). The results also disagree that heredity 2.89 (SD = .93) causes ODD.

Table 4.14: Guidance and Counselling Teachers Descriptive Statistics for ODD Influence on Students' Academic Performance

ODD Manifestation	Mean	SD
Disobedience and defying teacher's rules and orders affects students learning	4.67	.71
Lying to parents and teachers-leads to mistrust and ignorance in learning	4.56	.53
Deliberately annoys others-fighting that leads to suspension from school	4.44	.73
Ignoring teachers and parent's request.	4.33	1.12
Rude Breaks home and school rules and regulations-leads punishments and low morals in learning environment	4.22	.67
Drug and substance abuse leads to expulsion/suspension out of school	4.11	1.05
Short or hot temper outburst result to poor performance in school	4.11	.60
Fighting, bullying hostility-damages self-esteem, confidence, images which affect academic performance	3.89	1.27
Threatening and hitting other students/teachers results to school drop out	3.78	1.20
Argumentative towards teachers and parents leads to negligence by parents.	3.22	1.56
Spitefulness and resentment.	2.89	2.03

The study show that the respondents agreed that majority of the secondary students were completely disobedient and defying teacher's rules and orders which affected their learning and lying to parents and teachers which led to mistrust and ignorance in learning with a mean ranging from (4.67 to 4.53). It was evident that the most frequent effects among the secondary students were deliberately annoying others hence fighting

which led to suspension from school 4.44 (SD = .73), Ignoring teachers and parent's request 4.33 (SD = 1.12), rude, breaks home and school rules and regulations-leads to punishments and low morals in learning environment 4.22(SD =.67), drug and substance abuse leads to expulsion/suspension out of school 4.11 (SD = 1.05), Short or hot temper outburst result to poor performance in school 4.11 (SD = .60), Fighting, bullying hostility-damages self-esteem, confidence, images which affect academic performance 3.89 (SD = 1.27), and threatening and hitting other students/teachers results to school dropout 3.78 (SD = 1.20). It was also noted that argumentative towards teachers and parents leads to negligence by parents 3.22 (SD=1.56), and spitefulness and resentment 2.89 (SD=2.03) occasionally contributed to ODD manifestation.

Table 4.15: Guidance and Counselling Teachers Frequencies for Other ODD

Causes

Other Causes	Frequency	Percent
Retrogressive culture	1	6.7
Terminal diseases	1	6.7
Unfriendly environment	1	6.7
Lack role model	1	6.7
Poor parental care	2	13.3
Negative attitude	2	13.3
Pride	2	13.3
Peer pressure	5	33.3

According Table 4.15 shows that 5 (33.3%) of secondary student were influenced by peer pressure. It was also noted that 2(13.3%) of poor parental care, 2(13.3%) negative attitude, and 2 (13.3%) of pride contributed to ODD Causes. Further results revealed that the respondents indicated that 1(6.7%) of retrogressive culture, 1 (6.7%) terminal

diseases, 1 (6.7%) unfriendly environment, 1 (6.7%) lack of role model were minor ODD causes.

4.4.6 Ministry of Education Officers Views on the Causes of ODD

Table 4.16 MoEST Descriptive Statistics for ODD Causes

ODD Causes	Mean	SD
Parental negligence	4.75	.71
Poverty	4.38	.74
Substance abuse	3.50	1.85
Punishment	3.38	1.41
Home conflicts	3.25	1.49
Inconsistent punishment	3.25	1.75
Maternal aggression	3.13	.99
Heredity	2.50	1.41
Comorbid	2.13	.99

According to the MOEST, the major cause of ODD among secondary student was due to parental negligence 4.75 (SD=.71). The respondents mostly agree that poverty 4.38 (SD = .74), and substance abuse 3.50 (SD = 1.85) contributed to ODD Causes. MOEST remained neutral concerning the issues of punishment 3.38 (SD = 1.41), home conflicts 3.25 (SD = 1.49), inconsistent punishment 3.25 (SD = 1.75), and maternal aggression 3.13 (SD = .99) had contributed to ODD Cause. The respondents further disagree that heredity 2.50 (SD = 1.41) and comorbid 2.13 (SD = .99) contributed to ODD causes.

The ODD Manifestation observed from the secondary school students are shown in Table 4.17

Table 4.17 MoEST Descriptive Statistics Views for ODD Manifestations

ODD Manifestation	Mean	SD
Lying	4.13	.99
Drug abuse	3.88	1.13
Annoyance	3.88	.99
Request ignorance	3.50	1.51
Fighting	3.50	1.41
Threats	3.38	.52
Argumentative	3.25	1.28
Hot temper	3.13	1.13
Disobedience	3.00	1.31

The findings on ODD Manifestation observed from secondary school students revealed in Table 4.17, Indicates that majority of the students were frequently lying 4.13 (SD=.99), followed by drug abuse and annoyance with a mean of 3.88 and standard deviation of 1.13 and .99 respectively. A further findings indicated that most students fail to honour the teachers request by ignoring it 3.50 (SD = 1.51) and fighting 3.50 (SD = 1.42). This is evident as many cases of fighting were reported to the administration. It was also noted that the respondents were undecided whether threats 3.38 (SD = .52), argumentative 3.25 (SD = 1.28), hot temper 3.13 (SD = 1.13), and disobedience 3.00 (SD = 1.31) were causing the ODD manifestation among students.

Table 4.118 MoEST Frequencies Views for Other ODD Causes

Other ODD Causes	Frequency	Percent
Adolescence	5	29.4%
Social Media Addiction	4	23.5%
Peer Pressure	4	23.5%
Teenage Abuse	2	11.8%
Ignorance	2	11.8%

The result in the Table 4.18 Shows that 5(29.4%) of the respondents found out that majority of the students were adolescent. It was also noted that social media addiction and peer pressure were common causes of ODD. Lastly, 2 (11.8%) teenage abuse and 2 (11.8%) ignorance played also a role in causing ODD among the secondary students.

4.4.7 Disguised Participant Observations

The structure has section, the question and the respondents' observer answers. There were questions on general characteristics of the school environment, observable Oppositional Defiant Disorder among the secondary school students and observable events that could lead to influence of ODD and students' academic performance in the school. The relationship among students themselves, school administration and to outsiders was also observed.

The respondents were asked to indicate their views in matters related to school infrastructures, student behaviours and hygiene.

The findings show that respondents reported that most of the schools had conducive environment and high hygiene was maintained to help the students have ample time of learning whereas respondents indicated some schools without electricity. A further

study revealed that some annoyed group of students were observed while being stressful and depressed. It was noted that various respondents indicated mostly of the schools with good perimeter fences and good laboratory but without enough modern equipment. Some students were observed being hungry and hopeless. Cases of fighting and suspension were reported. This shows that school infrastructure would not have contributed to students ODD that leads to poor academic performance in schools. However, depression, fighting, hunger because of low and unbalance diet in schools would have led to the low academic performance.

4.5 Influence of ODD on Academic Performance

This section sought to answer all the questions set under objective two above. In section C; eleven (11) subject score mark sheet was set for the Guidance and Counselling Teachers, students and principals to fill the students' examination/CAT marks and grades. The purpose of this research question was to obtain the students' academic performance in examination /CATS and KCSE as summative evaluation. This was to determine how students were performing in different academic areas progressively.

Q.2 (i) Influence of ODD on Academic Performance for FGD a case for Form 1,2 and 3 Students

(a) Indicate the Exam/CAT performance Mean/score grade for each of the subject shown

Subject	Exam/CAT 1 Marls	Exam/CAT 2 Marks	Exam/CAT 3 Marks	Grade	Total
Maths					
English					
Kiswahili					
Biology					
Chemistry					
History					
Geography					
B/Studies					
Agriculture					
H/Science					
CRE/IRE					

In a five Likert scale matrix table, the second question was set to get the relationship between ODD and academic performance where ODD manifestation were rated against the degree of effectiveness.

The data obtained in question 1 was analysed descriptively using statistics using Mean (M) and standard Deviation (D), while in question 2, the data was analysed quantitatively using linear regression and correlation coefficient to find their significance levels.

Q2 (ii) Influence of ODD on Academic Performance and its Relations

(a) Indicate in the matrix table below whether there is any relationship between academic performance and the state at which ODD affect academic performance

ODD manifestations	Completely Agree 5	Mostly Agree 4	Slightly Agree 3	Mostly Disagree 2	Completely Disagree 1
Short or hot temper outburst result to poor performance in school					
Deliberately annoys others-fighting that leads to suspension from school					
Lying to parents and teachers-leads to mistrust and ignorance in learning					
Fighting, bullying hostility-damages self-esteem, confidence, images which affect academic performance					
Ignoring teachers and parents request					
Threatening and hitting other students/teachers results to school drop out					
Drug and substance abuse leads to expulsion/suspension out of school					
Spitefulness and resentment					
Argumentative towards to teachers and parents leads to negligence by parents					
Disobedience and defying teachers rules and orders affects students learning					
Rude Breaks home and school rules and regulations-leads punishments and low morels in learning environment					

4.5.1 Child Protection Officers Views on ODD Influence on Academic Performance

Table 4.19 Child Protection Officers views on Correlation between ODD Causes and ODD Manifestation

Item	ODD_ Manifestation	ODD_ Causes
ODD_ Manifestation	1	
ODD_ Causes	.736**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Prior to correlation the mean of ODD_ Causes and ODD_ Manifestation was calculated to determine the latent variable. The mean of ODD Causes was correlated with the ODD Manifestation mean.

A Pearson product moment correlation value of 0.736 was obtained and a 2 tailed significant value of .010 was obtained. ODD_ Causes and ODD_ Manifestation was found to be positively correlated and statistically significant ($r = .74^{**}$, $p < 0.01$). This shows that an increase in ODD_ Causes lead to higher ODD_ Manifestation, which leads to academic decline.

4.5.2 Focus Group Discussion Views on the Influence of ODD on Academic Performance

Table 4.20 FGD Summary Statistics of Academic Performance for Focus Group

Subject	Mean	SD
CRE	6.45	2.47
History	5.40	2.71
Kiswahili	5.27	2.18
B/Studies	4.98	2.66
English	4.96	2.13
Geography	4.71	2.67
Agriculture	4.62	2.29
Biology	3.87	2.04
Math	3.85	1.99
Chemistry	3.33	2.24

Result in the Table 4.21 shows revealed the mean of each subject. The highest performed subject was CRE with a mean of 6.45 (SD=2.47), History 5.40 (SD = 2.71), Kiswahili 5.27 (SD = 2.18), B/Studies 4.96 (SD = 2.66), English 4.96 (SD = 2.66), Geography 4.71 (SD = 2.67), Agriculture 4.71 (SD = 2.66), Biology 3.87 (SD = 2.04), Math 3.87 (SD = 1.99), Chemistry 3.3 (SD=2.24) of Academic Performance 4.46 (SD=1.69).

Table 4.21 FGI Views on Regression Coefficients of ODD Manifestation on Performance

Variable	<i>B</i>	<i>B</i>	<i>SE</i>	p-value	Results
Performance	12.36***		1.75	0.00	Supported
ODD_Manifestation	-2.37**	-.55	.49	0.00	Supported
R^2	.303				

F(1,53) 23.00

Table 4.22 shows the influence of ODD on academic performance.

The R^2 value of .30 revealed that the predictor variable explained 30% variance in the outcome variable with $F(1, 53) = 23.00, p < .001$. The findings revealed that ODD manifestation negatively predicted academic performance ($\beta = .55, p < .001$).

Table 4.22 FGD Views on Correlation between ODD Manifestation and Academic Influence

Items	Performance	ODD_ causes
Performance	1	
ODD_ manifestation	-.550**	1

** . Correlation is significant at the 0.01 level (2-tailed)

ODD manifestation and performance were moderately negatively correlated, $r(55) = -.55, p < .001$.

4.5.3 Principals Responses on the Influence of ODD on Academic Performance

Table 4. 23 shows that consisted mean of Geography 6.60 (SD=1.95), History 4.80 (SD = 1.79), CRE 5.00 (SD = 1.87), Business Studies 3.40 (SD = 1.34) English 3.00 (SD = 1.00) Agriculture 2.80 (SD = 1.79), Kiswahili 2.80 (SD = 1.10), Biology 2.60 (SD = 1.67), Chemistry 2.00 (SD=1.00), Math 2.00 (SD = 1.00), Home Science 1.00 (SD = 2.24) of Academic Performance 3.19 (SD = 1.47)

Table 4.23 Principals Descriptive Statistics Views for Academic Performance

SUBJECT	MEAN	SD
Geography	6.60	1.95
History	5.20	2.05
CRE	5.00	1.87
Business Studies	3.40	1.34
English	3.00	1.00
Agriculture	2.80	1.79
Kiswahili	2.80	1.10
Biology	2.60	1.67
Chemistry	2.00	1.00
Math	2.00	1.00
Home Science	1.00	2.24

Table 4.24: Principals Views on Correlation between ODD_ Causes and ODD_ Manifestation

Item	ODD_ causes	ODD_ Manifestation
ODD_ Causes	1	
ODD_ Manifestation	.932*	1

*. Correlation is significant at the 0.05 level (2-tailed).

The mean of ODD_ causes and ODD_ manifestation was calculated to determine the latent variable. The means of ODD causes and ODD manifestation were correlated.

A Pearson Product Moment Correlation value of 0.932 was obtained and a 2 tailed significant value of .021 was obtained. ODD_ causes and ODD manifestation were strongly positive correlated, ($r=.932$, $p<.021$). This shows that an increase in ODD_ causes will lead to a higher ODD_ manifestation in the students.

Table 4.25: Principals views on Regression Coefficients of ODD Manifestation on Academic Performance

Variable	<i>B</i>	B	<i>SE</i>	<i>P-value</i>
Performance	12.10***		2.68	.020
ODD Manifestation	-2.29**	-.89	.69	.044
R^2	.79			

Table 4.26 shows the impact of ODD manifestation on Academic Performance. The Academic Performance was regressed on predicting variable (ODD Manifestation). The ODD Manifestation significantly predicted academic performance, $F(1, 3) = 11.10$, $p < .005$. The R^2 value of .79 revealed that the predictor variable explained 79% variance in the outcome variable. The findings revealed that ODD manifestation negatively predicted academic performance ($\beta = -.89$, $p < .005$).

4.5.4 Guidance and Counselling Teachers on the Influence of ODD on Academic Performance

Table 4.26: Guidance and Counselling on Students Mean Scores of Each Subjects

Subject	Mean	SD
CRE/IRE	5.00	2.35
Geography	3.89	1.05
History	3.78	.83
Kiswahili	3.78	1.56
Business studies	3.33	1.41
English	3.33	1.66
Agriculture	3.22	1.39
Math	3.11	1.83
Chemistry	3.00	1.80
Biology	2.78	1.86

Table 4.27 shows the mean scores of each subjects. CRE/IRE mean score is 5.00(SD=2.35), followed by Geography 3.89(SD = 1.05), History 3.78(SD = .83), Kiswahili 3.78(SD = 1.56), Business studies 3.33(SD = 1.41), English 3.33(SD = 1.66), Agriculture 3.22(SD = 1.39), Math 3.11(SD = 1.83), Chemistry 3.00(SD = 1.80) and Biology 2.78(SD=1.86). Lastly, the school mean score was 3.24(SD=1.29) School examination records (2019)

Table 4.27 Correlation on ODD_ Causes, ODD_ Manifestation-ODD Influence

Item	1	2	3
1. Academic Performance	1		
2. ODD_ Causes	-.890**	1	
3. ODD Manifestation	-.731*	.943**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The mean of ODD Causes, ODD Manifestations and Academic Performance (Math, English, Kiswahili, Biology, Chemistry, History, Geography, Business Studies, Home Science, CRE and Agriculture) were calculated to determine the latent variables (ODD_ Causes and ODD_ Manifestation, Academic Performance).

The means of ODD_ Causes and ODD_ Manifestation and Academic Performance were correlated.

A Pearson product moment correlation value of -.890 and -.731 were obtained for Academic Performance to ODD_ Causes and ODD_ Manifestation and a 2-tailed significance of 0.001 where as a value of .943 was obtained for ODD_ Causes to ODD_ Manifestation and a 2-tailed significance of 0.00 respectively.

ODD_ Causes were strongly positively correlated to ODD Manifestation ($r=.943$, $p<.001$). ODD_ Causes were strongly negatively correlated to Academic Performance ($r= -.890$, $p<.001$). ODD_ Manifestation were strongly negatively correlated to Academic Performance ($r= -.731$, $p<0.025$). The findings show that the increase in ODD_ Causes leads to higher increase in ODD_ Manifestation. This implies that an increase in ODD_ Manifestation leads to a decline in academic performance.

4.5.5 Ministry of Education

Table 4.28: MoEST Views on Regression Coefficients of ODD Influence on Academic Performance

Variable	<i>B</i>	B	<i>SE</i>	<i>P-Value</i>
Performance	8.72***		1.96	.003
ODD -Manifestation	-1.36*	-.731	.48	.025
R^2	.534			

Table 4.29 shows the impact of ODD influence on academic performance. The R^2 value of .53 revealed that the predictor variable explained 53% variance in the outcome variable with $F(1, 7) = 8.027$, $p<.001$. The findings revealed that ODD Influence negatively predicted academic performance ($\beta = -.731$, $p<.005$).

4.6 Intervention Measures for ODD Students

This is section C and the last question in every instrument. The section sought to address objective through of the research study by involving all the targeted population views pertaining appropriate intervention measures for managing ODD students at home and in school. The purpose of this section was to generate different views on

ODD management. The views were descriptively analysed using Means and Standard Deviation as illustrated on the tables.

4.6.1 Child Protection Officers Views on Intervention Measures for ODD Students

Table 4.29: Child Protection Officers Frequencies for ODD Students Intervention Measures

Intervention Measures	Frequency	Percent
Guidance and counselling	7	20.6%
Suspending the students	6	17.6%
Mentoring students	5	14.7%
Giving students more assignments	4	11.8%
Sport activities	3	8.8%
Music activities	2	5.9%
Good rapport between teachers and students	2	5.9%
Writing an apology letter	2	5.9%
Workshops	1	2.9%
Parents involvement	1	2.9%
Training the students	1	2.9%

According to Table 4.31, 7 (20.6%) of children protection officer indicated that guidance and counselling, followed by 6 (17.6%) suspending the chronic and notorious students to serve as an example to others. Further results showed that 5 (14.7%) mentoring students, 4 (11.8%) of the secondary students were given more assignments to keep active and informed, and 3 (8.8%) sport activities will enhance a good relationship among students. A few respondents highlighted that 2 (5.9%) good rapport between teachers and students will create a conducive environment for the student to thrive in academic, 2 (5.9%) having musical activities, 1 (2.9%) workshops, 1 (2.9%)

parents involvement and 1 (2.9%) training the students also contributes to reduction of ODD manifestation .These findings agree with Blegur *et al.* (2017) who found that ODD manifestation can be reduced by promoting the positive emotional attachment among the student through life skills, training, workshops and sport activities.

4.6.2 Parents Intervention Measures for ODD Students and Academic Performance

Table 4.30: Parents Frequencies for ODD Students Intervention Measures

Intervention Measures	Frequency	Percent
By ensuring that those children who are found in indiscipline cases are punished to avoid repetition of behaviours	58	14.7%
Explain the rules to the students and allow them to be great stakeholders in upholding them	55	14.0%
Guiding and counselling	53	13.5%
Addressing students of certain behaviours in their lives	51	12.9%
Regular checking of children conducts at school for easy identification of chronic behaviours	32	8.1%
Introduction of mentorship programs	24	6.1%
Expelling rude and indiscipline students	20	5.1%
Establish a connection with students	18	4.6%
Establish proper procedures in schools	16	4.1%
Liaising with school administration on behaviour of the student and monitor closely	14	3.6%
By bringing motivational speakers at school to give motivational talk to students	12	3.0%
Forming Life skills club	11	2.8%
Ensuring spiritual guidance and motivational speeches from pastors and different stakeholders	10	2.5%
Forming academic study groups of different socio life matters, i.e. behavioural control	7	1.8%
Calling resource persons to talk to children	5	1.3%
Forming of pioneer groups	3	0.8%
Health care should be given priority	3	0.8%

Ensuring that teachers are available at school to handle discipline cases	2	0.5%
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According to the findings as reported in Table 4.32, 58 (14.7%) of parents indicated that the teachers and parents should ensure that those children who are found in discipline cases are punished to avoid repetition of behaviours. It is also evident that 55 (14.0%) of the teachers should explain the rules to the students and allow them to be great stakeholders in upholding them and followed by 53 (13.5%) guiding and counselling and 51 (12.9%) addressing students of certain behaviours in their lives. A further 32 (8.1%) indicated that regular checking of children conducts at school for easy identification of chronic behaviours, 24 (6.1%) introduction of mentorship programs and 20 (5.1%) shows that expelling rude and undisciplined students. It should be noted that 18 (4.6%) shows that the teachers should establish a connection with students, 16 (4.1%) of establish proper procedures in schools, 14 (3.6%) liaising with school administration on behaviour of the student and monitor closely, 12 (3.0%) by bringing motivational speakers at school to give motivational talk to students, 11 (2.8%) forming life skills club, 10 (2.5%) ensuring spiritual guidance and motivational speeches from pastors and different stakeholders, 7 (1.8%) forming academic study groups of different socio life matters, i.e. behavioural control and 5 (1.3%) calling resource persons to talk to children, 3 (0.8%) health care should be given priority.

Lastly, 3 (0.8%) of parent showed that forming of pioneer groups and 2 (0.5%) indicated that ensuring that teachers are available at school to handle discipline cases. Punishment according to parents' views instils fear, perform what they are instructed to do. Students submissive to the authority and perform what are instructed to do. Hard Punishment according education stakeholders and parents in Zimbabwe, was tool and approach for behaviour modification use in classroom teaching (Mugsbe & Maposa

2013), It's one of the best effective approaches for managing both individual and classroom, Behaviour modification can produce better performance results Asonibare (2016).

4.6.3 FGD Views on Intervention Measures for ODD Students

Table 4.31: FGD Frequencies Views for ODD Students Intervention Measures

Intervention Measures	Frequencies	Percent
Revision	39	20.3%
Guide and counselling	26	13.5%
Team Work	26	13.5%
Utilize time	23	12.0%
Consulting	20	10.4%
Positive Attitude	19	9.9%
Teacher-Student Relationship	16	8.3%
Self Confidence	12	6.2%
Behavior Change	11	5.7%

The findings show 39 (20.3%) of the students indicated that revision should be done to help all students. A further 26 (13.5%) indicated that guidance and counselling, 26 (13.5%) team work, 23 (12.0%) time utilization and 20 (10.4%) consulting are ingredients to good performance. Lastly, 19 (9.9%) of them agreed that they needed to have a positive attitude, 16 (8.3%) teacher-student relationship, 12 (6.2%) self-confidence, and 11 (5.7%) behaviour change.

According to above findings it is in support what Pier Angelo and Giuliani (2008) have discussed on the above management strategies like making a positive relationship between teacher and student, improving self-confidence, utilizing time and having a positive attitude will suppress the impact of ODD Causes and Manifestation.

4.6.4 Principals Responses on Intervention Measures for ODD Students

Table 4.32: Principals Frequencies Views for ODD Students Intervention

Measures

Intervention Measures	Frequency	Percent
Guidance and Counselling	5	33.3%
Rehabilitation	2	13.3%
Parent Involvement	2	13.3%
Dialogue	2	13.3%
Being the role model	2	13.3%
Discipline	1	6.7%
Praying for the student	1	6.7%

According to the findings as reported in Table 4.34, (33.3%) of the respondents agree that the students needed guidance and counselling. Most of the respondents 2 (13.3%) indicated that rehabilitation referral, 2 (13.3%) parent involvement, 2 (13.3%) being a role model and 2 (13.3%) dialogue is requisite for intervention. A further finding shows that 1 (6.7%) needed to be discipline and 1 (6.7%) praying for the student is required to help students which ODD manifestation. According to Awan (2014) discusses that discipline is required to instil good discipline which this study echoes. Furthermore, Kamau et al. (2012) poses that inability of the parents to screen the behaviour of their children will be a great threat and lack of proper intervention measure can pose a great challenge hence this study indicates that parents should be involved in the diagnosis of the of ODD Manifestation their children have to ensure that the behaviour is dealt with.

4.6.5 Guidance and Counselling Teachers on Intervention Measures for ODD Students

Table 4.30: Guidance and Counselling Frequencies for Intervention Measures

Intervention Measures	Frequency	Percent
Guidance and Counselling	8	36.4%
Friendly Environment	5	22.7%
Motivation	1	4.5%
Teacher and Parent Guidance	1	4.5%
Prudence Management	1	4.5%
Learner Centered Approach	1	4.5%
Life Skills	1	4.5%

Table 4.35 shows that the majority of the guidance and counselling teachers, 8(36.4%) agreed that guidance and counselling will be a good reinforcement to improve the students' behaviour. It is also evident that 5 (22.7%) of the guidance and counselling teachers agree that creating a friendly environment will lead to reduction of aggressive behaviour of the students. A small proportion of the respondents highlighted that 1 (4.5%) motivation, 1 (4.5%) teacher and parent guidance, 1 (4.5%) prudence management, 1 (4.5%) Learner Centred Approach and 1 (4.5%) Life Skills will reduce ODD manifestation. According to Yamazaki and Saitoh (2002) discussion, guiding and counselling helps in modifying students' behaviour and also fostering a conducive environment for learning.

4.6.6 Ministry of Education Officers Views on Intervention Measures for ODD Students

Table 4.31: MoEST Frequencies Views for ODD Students Intervention Measures

Intervention Measures	Frequency	Percent
Motivation and rewarding students	5	25.0%
Sport activities	4	20.0%
Spiritual guidance	5	25.0%
Parents to be responsible	3	15.0%
Giving assignment	2	10.0%

Table 4.36 Shows that the respondents mentioned that 5 (25.0%) motivation and rewarding students, 5 (25.0%) sport activities and 4 (20.0%) spiritual guidance would enhance the academic performance and will reduce the impact of ODD manifestation. A further 3 (15.0%) expected parents to be responsible, and 2 (10.0%) indicated that the students should be given assignment. The findings of this study showed motivating and rewarding student, Sporting activities and spiritual and guidance as appropriate intervention measures for ODD students. Sporting activities, swimming and athletes can reduce aggression and promotion of positive emotional attachment among students, Blegur et al (2017), spiritual guidance and counselling as assert by Harada, Yamzaki & Sitoh (202) also helps in providing an explicit models expected in secondary school students

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary, conclusions and recommendations emanating from the study findings based on the objectives. The chapter reviewed limitations of the study and recommendations for future research.

5.2 Overview of the Study

The study was done to establish the common ODD causes, influence on academic performance and the intervention measures to help the students affected to overcome the impact of ODD on their poor academic performance. All stakeholders of education were involved in giving their views and opinions through interviews, both open-ended and closed ended questionnaire, oral narratives and observation.

5.3 Summary of the Findings

The findings of the study revealed that poor caring family environment, poor socio-economic background and substance abuse were the leading ODD causes. It was commended all the respondents sampled to answer the question. The respondents were asked to rate the ODD causes using a Likert scale of 1-5 and the findings revealed the following findings: Inconsistent and irresponsible parents as they apply punishment, comorbid of ADHD, CD and Mood disorder, drug and substance abuse, conflict at home, low socio-economic status, suspension and expulsion and maternal aggression were the major ODD causes among the secondary students. Respondents mention poor teacher-student relations, stress, adolescence, social media addiction and truancy are other causes that contributed to the rise of ODD manifestation among the secondary students which in turn lead to poor academic performance.

The findings of the study also revealed that most common ODD manifestations among the secondary students lying, blame shifting, drug abuse, hot and temper tantrums and intentional annoyance. The respondents indicated that due ODD manifestation among the secondary students they defy teachers' rules and orders, disobey and lie to parents and teachers. They also ignore teachers and parents' requests and parent's request, they defy school rules and regulations and become argumentative when caught to explained.

it was found that students were highly influenced by peer pressure, ignorance, poor upbringing, low self-esteem, social media, teenage abuse and poor relation with other students and teachers. The ODD manifestation influenced students' academic performance because they lack concentration, coordination and cooperation with teachers and fellow students as they are influenced by peer pressure, poor upbringing, low self-esteem, social media.

5.4 Conclusion

The study aimed to investigate ODD causes, the influence of ODD on academic performance and intervention measures. The study found that the main ODD causes were poor socio-economic background, parental negligence, drug and substance abuse, conflict at home, inconsistent punishment, and maternal aggression.

In addition to the main ODD causes, the respondents were also asked to indicate other ODD causes affecting the secondary students. The study revealed that peer pressure, student's bad polluted environment with all kinds retrogressive cultures, poor teacher-student relations, stress due to parental negligence, adolescence, social media addiction and truancy were other ODD causes.

The major thrust of this thesis has been to examine the contribution of ODD causes to ODD manifestation in respond to study objective one where, Pearson product

correlation was done to evaluate the relationship between ODD causes and ODD manifestation. The result on the ODD causes on ODD manifestation showed an increase of ODD causes led to an increase in ODD manifestation. Therefore, ODD manifestation was linearly regressed to predict academic performance. The study revealed that ODD manifestation predicted academic performance negatively. The study further indicated that an increase in the ODD manifestation lead to the decline in the academic performance. Thus effect of independent (ODD manifestation) variable on dependent variable (academic performance) was determine.

The punishments highlighted by the MoEST officers differed from the punishment administered in secondary schools. The respondents rated that the. The link established indirectly between ODD causes and manifestation to know how it influence the academic performance.

5.5 Recommendations

The study recommends the following:

1. Turkana West Sub county ministry of Education office to adopt new policies and curriculum strategies to improve on academic performance of ODD,
2. Guidance and Counselling sections to be empowered and strengthened in secondary schools where each student single criterion behaviour will be assessed diagnosed and determined
3. Parents to use home-based positive modalities to discipline their children, contractive punishment can be adopted, talking to and guiding them towards right direction,
4. Academic tour exchange programmes for students through visiting the best national performing schools and symposiums bench marking

5.6 Suggestions for Further Studies

The study suggests the following for further studies:

1. The current study focused on public secondary schools in Turkana West Sub County. Further studies should be conducted focusing on other five Turkana Sub Counties secondary schools to find out the ODD impact on academic performance across the entire County
2. A single ODD characteristic to be research on rather than the multiplicity of the comorbid manifestations
3. Studies to be conducted in private secondary schools to determine the similarities and differences of the ODD effects
4. The study was guided by Instinct Theory of Aggression (Sigmud Freud 1927), that ODD which influence students' academic performance is innate. This assertion slightly agreed with the finding of the study, environment (nurture) plays major role in shaping the behaviour of a person negatively or positively depending on quality of environment. This study therefore recommends for further research guided by Ecological System Theory (Urie Bronfenbrenner 2013), to find how interactions and interrelations among the child, peers, family/home, the school, religious institutions and neighbourhood mould the behaviours.

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APPENDICES

APPENDIX I: Introduction Letter for the Respondents

EROT EKAL WYCLIFFE

P.O.BOX 26 KAKUMA

Dear Sir/Madam

RE: QUESTIONNAIRE FOR RESPONDENTS

I am student at University of Eldoret pursuing Masters in Education (Educational Psychology). ADM NO. SEDU/CIM/M/011/18. As a requirement for the award of master degree I am supposed to carry out a research for a thesis whose title is “*The influence of oppositional defiant disorders on academic performance among the secondary school students in Turkana West Sub county*”. I have chosen you as one of the respondents to provide us with appropriate information for this noble activity. You are free to participate or withdraw from participating in this exercise and the information given herein will only be used for academic purposes and kept confidential. We assure you that relevant ethical considerations will be adhered to

Thanking you in advance for your unfailing cooperation

Very respectfully

APPENDIX II: Questionnaire for the Guidance and Counselling Teachers

Instructions:

1. Do not write your name, responsibility and position in this paper
2. Give appropriate answers according to instructions given
3. You are free to participate or withdraw from participating in this exercise
4. Information given here will only be meant for academic purposes and ethical consideration will be adhered to.

Section A: Demographic Information

Sex: Male Female

SECTION B: Causes of ODD

Q1(a) What's your degree of agreement on major causes of ODD among secondary schools' students?

ODD manifestation	Agree	Strongly agree	Disagree	Strongly disagree	Not sure
Punishment is a major cause of ODD(suspension &expulsion)					
Irresponsible parents/negligence					
Conflict at home					
Inconsistent punishment					
Maternal Aggression					
Alcoholism/substance abuse at home					
Heredity					
Combination of ADHD,CD, mood disorder					
Low socio-economic status (poverty)					

(a) In your own opinion suggest other causes of Oppositional Defiant Disorders among the secondary school students-----

(b) What mode of punishment do the school administration apply to discipline the ODD students? -----

SECTION C: Influence of ODD on Academic Performance

Q 2. (i) Influence of ODD on academic performance a case for form 1, 2 and 3 students.

SECTION A: for the FGD for students

- (a) Indicate the Exam/CAT performance Mean/score grade for each of the subject shown

Subject	Exam/CAT 1	Exam/CAT 2	Exam/CAT 3	Total
Maths				
English				
Kiswahili				
Biology				
Chemistry				
History				
Geography				
B/Studies				
Agriculture				
H/Science				
CRE/IRE				

- (b) Report on the students' academic performance in co-curriculum activities

- (c) Describe some of the overt behaviours and indiscipline cases displayed by students during curriculum performance and classroom lessons-----

- (d) Highlight other factors that likely contributes to academic performance decline and difficulties. -----

Q2 (ii) Influence of ODD on academic performance and relations

(b) Indicate in the matrix table below whether there is any relationship between academic performance and the state at which ODD affect academic performance

ODD manifestations	Compl etely agree 5	Mostly agree 4	Slight ly agree 3	Mostly disagre e 2	Completel y disagree 1
Short or hot temper outburst result to poor performance in school					
Deliberately annoys others-fighting that leads to suspension from school					
Lying to parents and teachers-leads to mistrust and ignorance in learning					
Fighting, bullying hostility-damages self-esteem, confidence, images which affect academic performance					
Ignoring teachers and parents request					
Threatening and hitting other students/teachers results to school drop out					
Drug and substance abuse leads to expulsion/suspension out of school					
Spitefulness and resentment					
Argumentative towards to teachers and parents leads to negligence by parents					
Disobedience and defying teachers rules and orders affects students learning					
Rude Breaks home and school rules and regulations-leads punishments and low morels in learning environment					

(c) In your own opinion how does the above ODD condition affect students' academic performance-----

Q3. The intervention measures for Oppositional Defiant Disordered students

(a) Enumerate intervention measures for ODD management-----

APPENDIX III: Questionnaire for the School Principals

Instructions:

1. Do not write your name, responsibility and position in this paper
2. Give appropriate answers according to instructions given
3. You are free to participate or withdraw from participating in this exercise
4. Information given here will only be meant for academic purposes and ethical consideration will be adhered to.

Section A: Demographic Information

Sex: male female

Qualifications: Diploma Degree Masters other qualifications

SECTION B: The major causes of ODD among secondary school's students

Q.1 (a) Mark the level of your agreement ODD causes among secondary school's students

ODD manifestation	Agree	Strongly agree	Disagree	Strongly disagree	Not sure
Punishment is a major cause of ODD(suspension &expulsion)					
Irresponsible parents/negligence					
Conflict at home					
Inconsistent punishment					
Maternal Aggression					
Alcoholism/substance abuse at home					
Heredity					
Combination of ADHD,CD, mood disorder					
Low socio-economic status(poverty)					

(b) In your own opinion suggest other causes of Oppositional Defiant Disorders among the secondary school students-----

(c) What mode of punishment do the school administration apply to discipline the ODD students? -----

SECTION C: Influence of ODD on Academic Performance a Case for Form 1, 2 and 3 Students

Q.2(a) Describe some of the overt behaviours and indiscipline cases reported during curriculum performance and classroom lessons in schools-----

(b) Highlight other factors that likely contributes to academic performance decline and difficulties.

(c) Influence of ODD on academic performance and its relations

(d) Indicate in the matric table below whether there is any relationship between academic performance and the state at which ODD affect academic performance

ODD manifestations	Completely agree 5	Mostly agree 4	Slightly agree 3	Mostly disagree 2	Completely Disagree 1
Short or hot temper outburst result to poor performance in school					
Deliberately annoys others-fighting that leads to suspension from school					
Lying to parents and teachers-leads to mistrust and ignorance in learning					
Fighting, bullying hostility-damages self-esteem, confidence, images which affect academic performance					
Ignoring teachers and parents request					

Threatening and hitting other students/teachers results to school drop out					
Drug and substance abuse leads to expulsion/suspension out of school					
Spitefulness and resentfulness					
Argumentative towards to teachers and parents leads to negligence by parents					
Disobedience and defying teachers rules and orders affects students learning					
Rude Breaks home and school rules and regulations-leads punishments and low morals in learning environment					

(e) In your own opinion how does the above ODD condition affect students' academic

performance-----

SECTION C: The Intervention Measures for Oppositional Defiant Disordered Students

Q.3 (a) Enumerate intervention measures for ODD management-----

APPENDIX IV: Questionnaire for the Ministry of Education Staff

Instructions:

1. Do not write your name, responsibility and position in this paper
2. Give appropriate answers according to instructions given
3. You are free to participate or withdraw from participating in this exercise
4. Information given here will only be meant for academic purposes and ethical consideration will be adhered to.

Section A: Demographic Information

Sex: male female

Qualifications: Diploma Degree Masters other qualifications

Section B: The causes of ODD among the students

Q.1 ((a) Mark the level of your agreement on causes of ODD among secondary school's students?

ODD manifestation	Strongly agree 5	Agree 4	Strongly disagree 3	Disagree 2	Not sure 1
Punishment is a major cause of ODD(suspension &expulsion)					
parental negligence (Irresponsible)					
Home Conflict					
Inconsistent punishment					
Maternal Aggression					
Alcoholism/substance abuse at home					
Heredity					
Comorbid of ADHD,CD, mood disorder					
Low socio-economic status(poverty)					

(b) In your own opinion suggest other causes of Oppositional Defiant Disorders among the secondary school students-----

(c) What's appropriate mode of punishment do MOEST recommend to discipline the ODD students? -----

SECTION C: Influence of ODD on Academic Performance Students

Q.1(a) Report on the students' academic performance and co-curriculum activities in the schools of Turkana West Sub County?

(b) Describe some of the overt behaviours and indiscipline cases reported during curriculum performance, classroom lessons and school holidays to your office -----

(c) Highlight other factors that likely contributes to academic performance decline and difficulties. -----

SECTION D: Influence of ODD on Academic Performance and Relations

Q.1 (a) Indicate in the matrix table below whether there is any relationship between academic performance and the degree at which ODD affect academic performance

ODD manifestations	Completely agree 5	Mostly agree 4	Slightly agree 3	Mostly disagree 2	Completely disagree 1
Short/ hot temper outburst result to poor performance in school					
Deliberately annoys others-fighting that leads to suspension from school					
Lying to parents and teachers-leads to mistrust and ignorance in learning					
Fighting, bullying hostility-damages self-esteem, confidence, images which affect academic performance					
Ignoring teachers and parents request					
Threatening and hitting other students/teachers results to school drop out					

Drug and substance abuse leads to expulsion/suspension out of school					
Argumentative towards teachers and parents leads to negligence by parents					
Disobedience and defying teachers rules and orders affects students learning					
Rude, Breaks home and school rules and regulations-leads punishments and low morals in learning environment					

Q.2 In your own opinion how does the above ODD condition affect students' academic performance

SECTION C: The Intervention Measures for Oppositional Defiant Disordered Students

Q.3 (a) Enumerate interventional measures for ODD management

APPENDIX V: Questionnaire for Child Protection Centres Staff

SECTION A. Demographic Information

Sex: male female

Qualifications: Diploma Degree Masters other qualifications

SECTION B: Causes of Oppositional Defiant Disorders Among the Secondary Students

Q1 (a) In your own opinion what's the degree of frequency occurrence as exhibited by your children living in your centre

ODD manifestations	Very frequently 5	Frequently 4	Occasionally 3	undecided 2	Never 1
Annoying others intentionally					
Lying and cheating when caught in mistake					
Short temper outburst					
Shifting blames to others when caught					
Violent and often fighting					
Argumentative with parents and others					
Hostile and aggressive to adults, parents and siblings					

(b) Suggest your degree of agreement on the following causes of oppositional Defiant disorders among students

The causes of ODD among the students	Completely agree 5	Mostly agree 4	Slightly agree 3	Mostly disagree 2	Completely disagree 1	Undecided 0
Poor family caring environment						
Hostile home and school environment						
Harsh punishment and inconsistent discipline						
Poor socioeconomic background						
Buttering and hitting with objects						
Home conflict						
Home drug and substance abuse by parents						
Heredity						
Comorbid of CD, ADHD, mood disorders						

(c) What are other causes of Oppositional Defiant Disorders among the secondary school students living in your centre?

(d) How do you discipline children when they misbehave or do mistakes at your centre?

Q 2 (a) what do you think are the causes of the academic performance decline among the secondary school students? -----

In your own view what do you advise the teachers and education stakeholders to improve on academic performance-----

SECTION C: The intervention measures for ODD students

Q.3 What are interventional measures that you can put in place to address students' indiscipline cases-----

APPENDIX VI: Interview for Parents

SECTION A. Demographic Information

Sex: Male Female

Qualifications: Diploma Degree Masters other qualifications

Occupation: Employed Business Not Employed

SECTION B: Causes of oppositional defiant disorders among the secondary students

Q1 (a) In your own opinion what's the degree of frequency occurrence as exhibited by your sons/daughters

ODD manifestations	Very frequently 5	Frequently 4	Occasionally 3	Undecided 2	Never 1
Annoying others intentionally					
Lying and cheating when caught in mistake					
Short temper outburst					
Shifting blames to others when caught					
Violent and often fighting					
Argumentative with parents and others					
Hostile and aggressive to adults, parents and siblings					

(b) Suggest your degree of agreement on the following causes of oppositional Defiant disorders among students

The causes of ODD among the students	Completely agree 5	Mostly agree 4	Slightly agree 3	Mostly disagree 2	Completely disagree 1	Undecided 0
Poor family caring environment						
Hostile home and school environment						
Harsh punishment and inconsistent discipline						
Poor socioeconomic background						
Buttering and hitting with objects						
Home conflict						
Home drug and substance abuse by parents						
Heredity						
Comorbid of CD, ADHD ,mood disorders						

(c) What are other causes of Oppositional Defiant Disorders among the secondary school students? -----

(d) How do you discipline your children when they misbehave or do mistakes at home and at school? -----

(e) How do you control and manage students' disruptive and defiant behaviours at home and in the school?

Q 2. (a) What do you think are the causes of the academic performance decline among the secondary school students? -----

(b) In your own view what do you advise the teachers and education stakeholders to improve on academic performance-----

SECTION C: The Intervention Measures for ODD Students

Q.1 High interventions measures the put in place to address student's indiscipline cases-----

APPENDIX VII: Focus Group Discussion for Secondary School Students

Instruction

1. Do not write your name, responsibility and position in this paper
2. Give appropriate answers according to instructions given
3. You are free to participate or withdraw from participating in this exercise
4. Information given is only meant for academic purposes and ethical consideration is adhered to

SECTION A: The Causes of Oppositional Defiant Disorders among the Secondary School Students

Q 1:(a) The following are some of the common attributes of ODD exhibited by students, how frequent is there occurrence

ODD manifestation	Very frequently 5	Frequently 4	Occasionally 3	Undecided 2	Never 1
Irritability,					
annoying others deliberately					
Hostile, irritable and aggressive towards teachers, adults and other students					
Frequent lying when caught with mistakes					
Short hot temper outburst					
Shifting blames committed themselves to others					
Violent and often fighting					
Argumentative with teachers, parents and other authorities					

(b) List down some of the causes of Oppositional Defiant Disorders among the secondary school students-----

SECTION B: Influence of ODD on Academic Performance

Q 2. (a) Discuss and estimate the average academic performance in each of the following subjects

Subject	Exam/CAT 1	Exam/CAT 2	Exam/CAT 3	Mean grade
Maths				
English				
Kiswahili				
Biology				
Chemistry				
History				
Geography				
B/Studies				
Agriculture				
H/Science				
CRE/IRE				

(b) In your own view state, the factors that influence the above academic performance both at home and in school. -----

(b) In your own opinion how does the above ODD condition affect your academic performance? -----

(c) Suggest some of the ways you feel will be appropriate to improve on academic performance in future-----

SECTION C: Intervention Measures for ODD Students

Q3. In your own opinions suggest intervention measures suitable for addressing ODD behaviours-----


APPENDIX VIII: Observation Check List


Date.....School:

Observer.....

S/No	Question	Observations from the Study school
1.	General characteristics of the school environment <ul style="list-style-type: none"> • Observable school Learning environment • topography • living condition of the students • Students health conditions 	
2.	What are the activities and status of the student in the school	
3.	Any observable causes of Oppositional Defiant Disorders among the secondary school students	
4.	Any observable event that can influence the ODD and students' academic performance in the school	
5.	General behaviours observed in school environment	
6.	How do the students relate themselves, school administration and to outsiders	


APPENDIX IX: Research Permit


REPUBLIC OF KENYA


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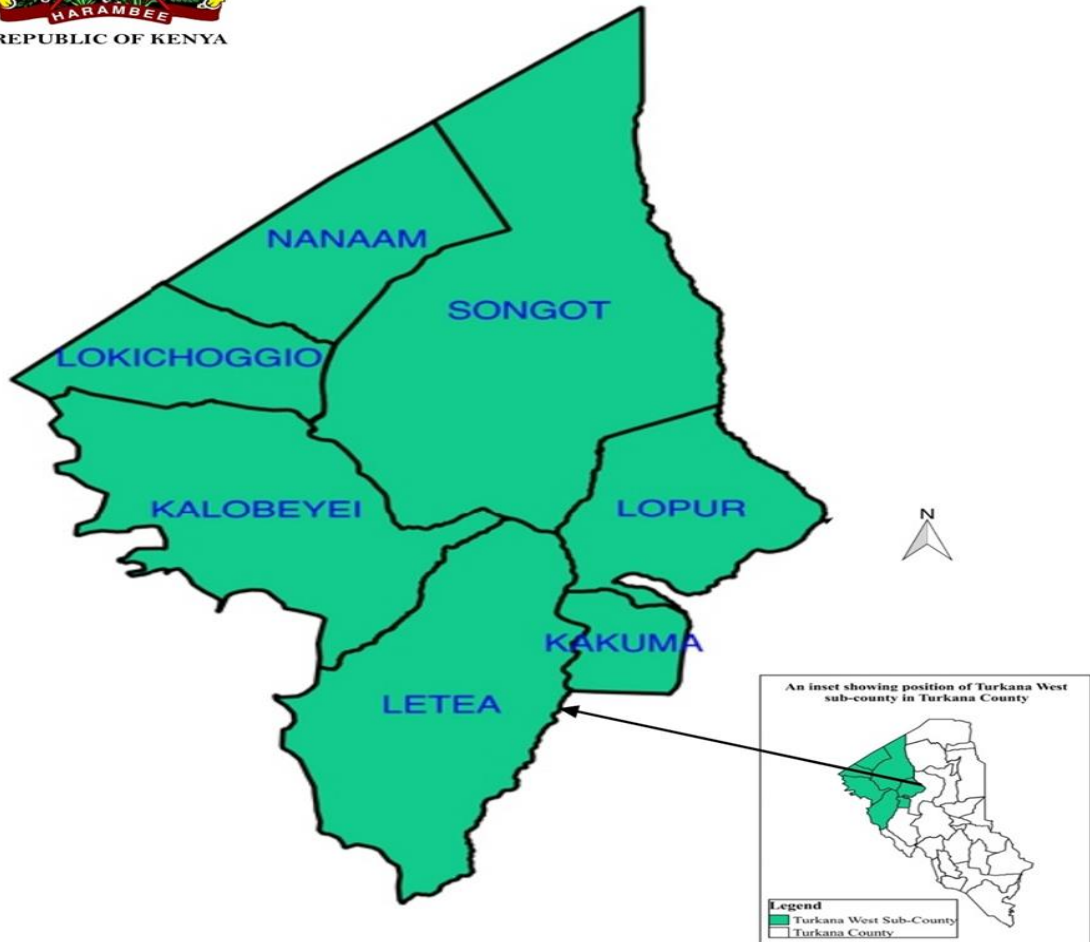


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APPENDIX X: Map of Turkana West Sub County



**TURKANA WEST CONSTITUENCY
county assembly wards**



APPENDIX XI: Similarity Report



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